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ABSTRACT

This report provides an overview of projects funded under Section 353 of the Adult Education Act (1991) that support Ohio's efforts to develop individual growth and leadership in the field of adult basic and literacy education (ABLE) and program improvement. The programs profiled are grouped in the following categories: resource centers; ABLE Regional Pesource Centers; Southwest Ohio individual and consortia projects; special demonstration projects; and adult literacy planning and coordination grants. Each program overview includes the following information: grant recipient; grant allocation; project period; project director; purpose; project outcomes; impact of project; products or training developed; product availability; project continuation and future implications; conclusions and recommendations; and additional comments. An outline and agenda from the spring 1998 state ABLE directors' meeting is included in the report. (KC)

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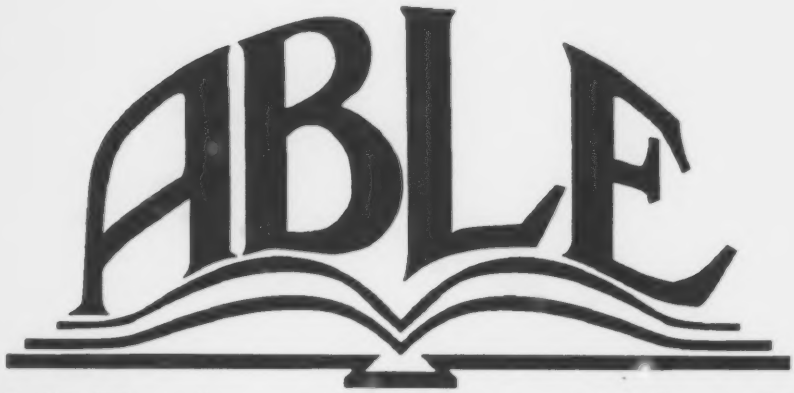
Adult Education Act Section 353 Report

Program Year 1997-1998



Adult Basic and Literacy Education

Professional Development

Ohio Department of Education
Division of Vocational and Adult Education

January, 1999

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INTRODUCTION

Section 353 of The Adult Education Act, P.L. 100-297, as amended by the National Literacy Act of 1991, establishes that not less than 15 percent of funds are used for special experimental demonstration projects and teacher training.

Over the past few years, the Ohio Department of Education, Division of Vocational and Adult Education, Adult Basic and Literacy Education Unit has been developing and implementing a structure and system that links professional development to program improvement, measured by Ohio's Indicators of Program Quality. Through the grant application process, local Adult Basic and Literacy Education (ABLE) programs have been asked to complete a Programs Needs Analysis. The staff meets to evaluate themselves around the Indicators of Program Quality. Some of the questions are more subjective, but the purpose is to see where gaps exist in the degree to which individuals or classes, etc. implement the indicators. Other sections in the Program Needs Analysis ask for data from the program's last Annual Performance Report. This allows the program to determine the degree to which it has met the standards. Based on areas needing improvement, the group develops an Action Plan that has measurable goals.

After this process has been completed, the program is directed to talk about professional development needs to accomplish their plan. Professional Development Plans (both Individual and Program) are developed that summarize their needs.

Opportunities to meet professional development needs are supported with 353 funds for training and for special projects that support needs in Ohio's ABLE programs. The Resource Center Network plays a crucial role in assisting the Ohio Department of Education in providing resources, training and other options for ABLE staff to meet their professional development needs and ultimately meet their program goals.

The following report provides an overview of each of the funded projects that supports Ohio's efforts to develop individual growth and leadership in the field resulting in changed behavior and program improvement.

Prepared by:

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Professional Development in Ohio's ABLE Programs

The Ohio Department of Education's mission is to provide quality leadership to local Adult Basic and Literacy Education (ABLE) programs for the development, improvement, and expansion of lifelong learning opportunities for adults in their family, community, and work roles. We believe that professional development is critical to the growth and improvement of ABLE programs, and we have a strong commitment to its support.

To facilitate quality professional development planning in ABLE, the Ohio Department of Education initiated a systematic and structured statewide process that requires all ABLE programs and staff to complete annual professional development plans.

These plans are referred to as the Individual Professional Development Plan (IPDP) and the Program Professional Development Plan (PPDP). The needs identified in these plans are analyzed to determine the regional and state-wide professional development priorities and activities for the year.

The Ohio Department of Education supports an ABLE Resource Center Network consisting of the Ohio Literacy Resource Center and four ABLE Regional Resource Centers to provide the majority of the training for the 162 Instructional Projects funded to deliver program services.

In addition, the Southwest region of the state maintains local staff development consortia to support training at the local level and through the Southwest ABLE Resource Center.

The amount allocated to support professional development during the 1997-98 program year totaled $1,824,248. Of this amount, $1,424,248 represented federal funds and $400,000 was from the state budget.

Resource Centers

Ohio Literacy Resource Center

Grant Recipient: Ohio Literacy Resource Center

Grant Allocation: $450,000

Project Period: September 1, 1997- August 31, 1998

Project Director:
Nancy D. Padak
Kent State University
414 White Hall
P.O. Box 5190
Kent, OH 44242-0001
800-765-2897, ext. 31

Purpose:

The Ohio Literacy Resource Center (OLRC), housed at Kent State University in Kent, Ohio, was established to support adult literacy programs and services throughout the state. Funded for the initial three years through the National Adult Literacy Act of 1991, the Center is now in its fourth year of funding from the Ohio Department of Education, Division of Vocational and Adult Education.

The Center works closely with the Ohio Department of Education, state agencies, professional organizations, and a wide variety of adult literacy providers to help:

X Stimulate joint planning and coordination of literacy services at the local, regional, and state levels; and,

X Enhance the capacity of state and local organizations and service delivery systems to provide adult literacy services.

These purposes are congruent with the Ohio ABLE Resource Centers' approved mission statement, goals, and activities. To accomplish these purposes, the OLRC provides a variety of services to adult literacy programs, administrators and teachers in three major areas.

- Provide opportunities for staff development and professional development

- Foster joint planning, coordination, and collaboration at the national, state, regional, and local level
- Expand resources available to adult education practitioners

Some of the specific activities undertaken by the OLRC in project year 1997-98 were:

X Staff Development: 1) Leadership Development Institute for administrators, 2) Participation in Family Literacy component of Early Childhood Conference; 3) Regional workshops in technology, mathematics, and writing; 4) State-wide conferences in mathematics and technology, 5) Trainings at professional conferences, and 6) Writing Conference which honored 50 student writers.

X Publications were prepared that provide information to practitioners to help keep them abreast of the latest developments in adult education and new techniques for instruction.

X The Ohio Literacy Resource Center Internet web site contains information, which is relevant to Ohio educators and links them to adult literacy resources around the country. The OLRC also works under a grant with the National Institute for Literacy to assist all Midwest states in developing adult literacy resources on-line.

X Opportunities for electronic networking were provided through listservs and technology support.

X Resources were provided to individual programs and practitioners as requested.

X The OLRC served as the linkage between national adult literacy activities and local programs.

X The OLRC strengthened joint planning and collaboration among state agencies and programs.

X The OLRC represented Ohio at national meetings, conferences, and projects.

All OLRC activities centered on providing the support needed by the local programs and teachers to better meet the needs of the individual adult students.

Project Outcomes: **(Non-training Activities)**

Three reports that were prepared during the year provide detail about the Center's activities. Major accomplishments for the year are summarized below.

A. Provide opportunities for staff development and professional development

- Distributed OLRC publications and other materials to Ohio practitioners. (See statistics under C.)
- Recognized the second annual Leadership Development Institute Award recipient at OAACE conference.
- Reading Group continued meeting to discuss review of books. Regional reading groups were set up with thirteen local teachers participating. Volume III of Tradebooks was printed and distributed and information collected for Volume IV. The online Tradebooks was revised with a new keyword search.
- Held a writing competition for Ohio adult literacy students. Fifty students had their writing chosen for publication (out of over 100 received) in the first ***Beginnings*** book. These students and their teachers were honored at the Writing Conference.
- Five participants from the 1996 and 1997 Leadership Development Institute were sponsored to attend a 2-day videoconference on Shared Leadership in the New Workplace.
- Additional follow-up from the Leadership Development Institute was provided at a session on Shared Leadership at the OAACE conference.
- A meeting was held for the Ohio Technology Team (practitioners from local programs interested in technology.)
- Co-sponsored the Equipped for the Future (EFF) program at the Ohio Literacy Network Annual Meeting. Also, sponsored a major workshop by an EFF consultant at the OAACE conference. Worked with Canton City School Even Start staff on EFF.
- Provided opportunities for local practitioners to present at meetings and conferences: technology conference presentations, OAACE conference Leadership presentation, and math kick-off days.
- Provided support to Planning and Coordination grantees with session at Directors' meeting.

- Sponsored ten teachers to attend the NCTM Regional Workshop in Cleveland and held an evening support meeting for those teachers.

B. Foster joint planning, coordination, and collaboration at the national, state, regional, and local levels

X Participated in state-wide initiatives and organizations: Common Good State Team, Adult Learners for the Future, OAACE Board, Ohio Literacy Network Board, Family Literacy Task Force.

X Participated in planning for Ohio Early Childhood Conference

X Participated in planning the proposal for Ohio Family Literacy Statewide Initiative II.

X Read Even Start grants.

X Participated in inter-state meetings: Summit of the Hills with West Virginia and Six-State professional development meeting in Kentucky.

X Participated in monthly meetings with Regional Resource Centers and ODE staff.

X Represented Ohio/OLRC adult education at Literacy Volunteers of America, NCTM, College Reading Association, International Reading Association, Ohio Library Council Conference, Ohio Head Start, COABE, Adult Literacy Technology Conference, and AAACE.

X Participated in national activities: Pelavin focus group on adult educators' competencies and Midwest state directors meeting.

X Participated in planning 3 national conferences: LVA Conference: technology strand; 2) AAACE Conference: Technology Committee, and Laubach Literacy Biennium Conference Seminar Chair.

X Served on Adult Literacy Technology Steering Committee.

X Worked with the Adult Learners of the Future (ALF) on the Writers Conference.

X Co-sponsored the Equipped for the Future program at the Ohio Literacy Network Annual Meeting.

X Contributed material to the Adult Numeracy Network Newsletter.

X Acquired three grants which provided multiple opportunities for joint planning and coordination:

1) Second half of Family Literacy Partnership Grant: Collaboration with ODE/Early Childhood Education on regional family literacy activities and development of Family Literacy Resource Notebook.
2) NIFL Equipped for the Future Grant: Served as member of national Field Support staff for demonstration projects and for national planning.
3) NIFL Technology Hub Grant coordinates technology activities in 12 Midwest states and provides mini-grants to 5 local Ohio programs to develop new resources on the web.

C. Expand resources available to adult education practitioners

X Prepared 12 OLRC publications and distributed 19, 076 copies (Three of the publications were 12-page newsletters.)

X Prepared and distributed 600 copies of a 770-page *Family Literacy Resource Notebook.*

X Prepared and distributed 417 copies of *Trade Books, Part III.*

X Distributed copies of 4 issues of *Focus on Basics,* the publication of NCSALL. (1250 copies)

X Distributed 547 copies of previously published OLRC publications to 346 individuals.

X Distributed 414 copies of articles, reviews, and publications by other organizations, etc. to 371 individuals.

X Taped and distributed copies of 4 videoconferences to regional centers.

X Loaned 58 books and 11 videotapes to practitioners.

X Increased OLRC print resources.

X OLRC publications made available on ERIC.

X Answered technology questions and/or provided technical assistance to over 1000 requests (phone and email).

X Provided information on special topics for over 120 requests.

X Maintained and expanded the OLRC website. Added all new OLRC publications, many new links, current events, Numeracy and Family Literacy special collections, etc. Redesigned many pages. Maintained pages for some of the regional centers, Common Good, and OLN.

X Maintained 7 listservs with Ohio connections and added online discussion groups in 5 areas.

Project Outcomes:

(Training Activities)

The OLRC provided over 218 hours of training and presentations to over 1,826 participants.

Statewide Training:

Eleven days of training (66 hours) for 310 participants.

Ohio Early Childhood Conference, Columbus, October, 1997, two days, approximately 65 ABLE staff were sponsored with $ 6,500 of OLRC funding. Individual presentations by OLRC staff are included in presentations below.

Leadership Development Institute, March 31-April 1, June 16-17, and September 22-23, 1998, 30 hours, 26 participants, approximate cost $12,000.

The Power of Ratio, an interactive statewide math conference, March 21, 1998, 6 hours, 47 participants, approximate cost $4,000.

Technology Pre-Conference to OAACE Conference, April 23, 1998, Cuyahoga Community College, 6 hours, 75 participants, approximate cost $5,000.

Ohio Writers Conference, May 1, 1998, Columbus, 6 hours, 97 participants (teachers and students), approximate cost $ 5,000.

Workshops for Selected Groups:
Six workshops for 89 participants (approximately 24 hours)

*Mini-Grant Technology Training for 5 local programs, Kent, 10 participants
Tech Presentation at Family Literacy Initiative Retreat, Deer Creek, 30 participants
Basic Computer/Internet Training, ODE, 7 participants
Ergonomics presentation, Kent State College of Education staff association, 15 participants
What is Family Literacy Related to Title 1?, Stark County Education Center, 15 participants

Regional Reading Group Training Workshop, Columbus, 12 participants

Workshops presented at regional centers: Eighteen workshops (approximately 75 hours) for 479 participants.

Technology:
Introduction and Intermediate Internet, NW Resource Fair, 65 participants
Basic Internet, NE, 20 participants
Repair/Upgrade Computers
SW, 22 participant
SW, 25 participants
NE, 28 participants
Buying A computer, NW Teacher Fair, 15 participants
Evaluating Internet Resources, NE Teacher Fair, 30 participants
Tech Room, NE Teacher Fair, 30 visitors
*IMS, NE Teacher Fair, 20 participants
Advanced Searching and Internet Lesson Plans, SW, 30 participants

Math:
Kick-off Days: Grids, Graphs, and Great Ideas for the GED 2000
SW, 46 participants
C/SE, 19 participants
NE, 26 participants
Using Manipulatives and Mental Math to Increase Number Sense, NE Teacher Fair, 28 participants.

Writing:
Write Approach, SW, 30 participants

Equipped for the Future:
*3 EFF workshops, NE Directors Meeting, 45 participants

Technical Assistance Network:
22 programs received a total of 135.5 hours of training and/or assistance. 110 participants were trained. (See Progress Reports for topics and program locations.)

Presentations: Forty-seven presentations were made at 12 conferences and meetings (6 national, 5 state, and 1 in Minnesota) for 1091 participants (approximately 72 hours of presentations.)

Ohio Early Childhood Conference, Columbus, October, 1997
- *Ohio Family Literacy Initiative, 15 participants
- Using Quality Indicators to Develop Family Literacy Programs, 10 participants
- Kids and Internet, 9 participants
- Making Connections: Linking Parent and Child through Multicultural Literature, 4 participants
- Call on Me: Literacy, Exploring Opportunities for Service, 20 participants
- Developing an Integrated Curriculum in Family Literacy Programs, 8 participants

Literacy Volunteers of America, Charlotte, NC, October , 1997
- Web Page Development, 20 participants
- Technology on a Budget, 6 participants
- Introduction to the Internet, 20 participants
- Your Place on the Web, 8 participants
- Basic HTML, 10 participants
- Integrating New Technologies, 12 participants
- Using Internet Resources at GTE Family Literacy Institute, 40 participants

AAACE Conference, Cincinnati, November, 1997
- Open Internet Lab/Instruction, 150 participants
- Using Internet Tools in ABLE Settings, 5 participants
- Using a Thematic Text Set of Family in the Adult Literacy Classroom, 8 participants
- *Integrating the Internet into Local Adult Basic and Literacy Education Programs, 18 participants
- Facilitating Communication and Collaboration: Using Internet Groupwork Tools and Techniques within the ABE Community, 6 participants

OAACE Technology Pre-Conference, April 23, 1998
- Panel presentation on the Use of technology in Local Programs, 10 participants
- Trade Books Online, 7 participants
- Evaluating Internet Resources, 25 participants
- Basic Internet, 25 participants

OAACE Conference, April 24-25, 2998
- Technology Room, 50 participants
- The Write Approach, 12 participants
- Shared Leadership in the New Workplace, 10 participants

ABLE Directors Meeting, Columbus, May, 1998
- 3 IMS Workshops, 90 participants
- *4 EFF Workshops, 90 participants

International Reading Association, May, 1998
- Internet Communication, 40 participants
- Tradebooks Online, 40 participants

Head Start Statewide Conference, Cincinnati, June, 1998
- Family Literacy and the Revised Standards, 15 participants

Minnesota Technology Conference
- Beginning HTML, 22 participants
- Technology on a Budget, 35 participants
- Advanced HTML, 12 participants
- 2 Computer Maintenance Roundtables, 40 participants

Laubach Literacy Action Biennial Conference, June, 1998
- Magical Math: Using Manipulatives and Mental Math, 30 participants

Assistance in Technology lab
Literacy and Technology Summer Institute, Montreal, June, 1998
Ohio's Technical Assistance/Training Network, 40 participants
Converting Paper-based Lessons and Materials to the Web, 40 participants
Adult Literacy Technology Conference, East Lansing, MI, July, 1998
Local Program Resources: Ohio's 1998 Local LINCS Project, 9 participants
Evaluating Internet Resources, 35 participants
Stop Surfing and Start Searching, 30 participants
Literacy on the Internet: Spotlighting State Resources, 25 participants

Impact of Project:

Evaluations from the Leadership Development Institute, Technology Pre-Conference, Writing Conference, Statewide math conference, and various workshops offered are enclosed and show that consistently the OLRC is offering quality professional development which meets the needs of the participants. Follow-up and long-term impact from such activities has been identified by the Center as a major goal. Therefore, the Center has chosen to concentrate most of its professional development activities into five major areas: leadership, family literacy, adult numeracy, technology, and reading/writing. With its numerous activities in these areas, including publications, the Center is trying to give practitioners the opportunity to receive initial instruction and then be able to build upon that expertise, put into practice concepts learned, and begin sharing with others. Opportunities such as state math team, technology team, reading group participants and field testers, and participation in presentations at conference are all examples of opportunities provided by the OLRC in addition to follow-up workshops/conferences in the same area.

The Ohio Literacy Resource Center, funded originally with Federal SLRC funds and now with state and 353 funds, has created a central organization which has attracted additional funding from such places as the National Institute for Literacy, Early Childhood Division of ODE, and the State Library to help support Ohio's adult literacy agenda. Prospects for continued leveraging of the OLRC funding to bring in additional project funding looks encouraging.

The reputation of the OLRC as a state and national leader in adult basic and literacy education continues to grow. This is resulting in new opportunities for involvement on a state and national level in such areas as research, family

literacy, and adult literacy standards, opportunities that will create benefits for Ohio practitioners.

Products Developed:

A. Publications: All OLRC publications are available at our web site at literacy.kent.edu. In addition the Regional Resource Centers and ABLE directors receive print copies of all publications. All on the 2000+ person database we maintain receive the OLRC/Tech Newsletters and those who are interested in specific topics also receive publications related to their interest.

-Literacy and Dependency: The Literacy Skills of Welfare Recipients in the United States
-A Study of the Spelling Development of Adult Literacy Learners Compared with that of Classroom Children
-Missing May, Teaching Ideas
-Make Lemonade, Teaching Ideas
-Math Literacy News
-The OLRC News and Tech Talk , Fall, 1997
-Annotated Bibliography of Writing Resources
-Anthony Burns, Teaching Ideas
-The OLRC News and Tech Talk, Winter, 1998
-Choices, Teaching Ideas
-The OLRC News and Tech Talk, Spring, 1998
-Beginnings
-Trade Books Part III Annotated Bibliography and New Thematic Index
**-Family Literacy Resource Notebook*

B. Web Site: located at http://literacy.kent.edu

C. Trainings: Developed one 6-day leadership training and ten 1-day trainings. (See topics under Workshops).

D. Presentations: Developed thirty-four 1-3 hour Presentations. (See topics under Presentations.)

Project Continuation and/or Future Implications:

The Ohio Literacy Resource Center continues to grow in both its services offered and its impact on quality adult education programs in Ohio. In 1998-99, funding from 353

and the increase in state funds will provide for continuation and expansion of the activities from 1997-98. Additional funding will be received from 1) 353 funds for the continued development of ABLE LINK; 2) NIFL for continuation as the Midwest Regional LINCS, and 3) a donation from GTE to sponsor local program projects to develop new material for the web. Additional funding sources are being sought with the assistance of a university-paid graduate student. The OLRC continues to combine its many funding sources to provide quality resources and opportunities for Ohio adult literacy practitioners.

Conclusions/ Recommendations:

The Ohio Literacy Resource Center continues to identify and meet the needs of the Ohio adult literacy field. In collaboration with others in the state, the Center sets an agenda consistent with the strengths of the Center staff and feedback from the adult literacy community while remaining flexible enough to respond to requests and participate in new initiatives as needed.

Additional Comments:

This report includes only activities funded from the 353 and state fund grant. Where publications or trainings were possible because of other funds being added to this grant, the activities have been marked by an *. In most of those cases, coordination and staff time was covered under this grant but some knowledge was gained from participation in other grants. During 1997-98, the OLRC received funding from 1) 353 project for IMS and Administrators Manual, 2) ODE Division of Early Childhood for activities with the Family Literacy Partnership Initiative, 3) University of Maine for participation in the NIFL Equipped for the Future project, and 4) the National Institute for Literacy for the Midwest Technology Hub.

The work of the OLRC would not be possible without the dedicated commitment of the faculty team and the staff. The staff during 1997-98 was:

Nancy Padak: Principal Investigator and Family Literacy advisor
Gary Padak: Faculty advisor, Administrators Manual project
Jean Stephens: Director
Tim Ponder: Assistant Director for Technology (until January 1998)

Tim Ponder: Assistant Director for Technology (until January 1998)
Marty Ropog: Assistant Director for Technology (after January, 1998)
Connie Sapin: Assistant Director for Literacy
Kimberly McCoy: Technology Assistant (after January, 1998)
Margarete Epstein: Graduate Assistant, Technology Assistant for IMS support (after June 1, 1998)
Chris Fullerton: Technology Assistant for web development (after June 1, 1998)
Georgia Gallagher: Administrative Assistant
Maureen Plum: Administrative Assistant
Nancy Markus: Mathematics consultant
Pat Bloem: Reading Group consultant
Bryan Bardine, Graduate Assistant, Literacy, Writing
Lisa Collins, Graduate Assistant

ABLE Regional Resource Centers

Central/Southeast Ohio ABLE Resource Center

Grant Recipient: Ohio University

Grant Allocation: $328,476.00

Project Period: September 12, 1997 – August 31, 1998

Project Director:
Rick McIntosh
Ohio University
338 McCracken Hall
Athens, Ohio 45701
1-800-753-1519
(740) 593-4419

Purpose:

The Central/Southeast Ohio ABLE Resource Center, located in the College of Education at Ohio University in Athens, is one of four regional resource centers funded by the Ohio Department of Education. The resource centers provide valuable leadership and expertise in the areas of professional development and instructional materials. The purpose of the resource center is to provide educational and instructional resources and professional development to adult basic and literacy education programs in Central and Southeastern Ohio.

The Central/Southeast Ohio ABLE Resource Center has continued its leadership role in the delivery of professional development. Our comprehensive calendar of workshops and activities helped to meet the diverse professional development needs of the region. Workshops focused primarily on three content areas: improving instructional delivery, enhancing technology usage, and enriching personal skills. These foci mirrored the resource center's philosophy that professional development should be meaningful in content, efficient in delivery, and focused on the needs and interests of the individual.

The resource center also encouraged programs to become more involved on a state and national level by financially supporting attendance at several state and national conferences.

The resource center remained committed to building a lending library of relevant, professional materials and has continued its acquisition of additional materials for the lending library. The primary focus of new materials was on assessment material and lifeskill curricula.

An up-dated and more user-friendly bibliography was distributed to program directors and coordinators in May, 1998.

Part of the resource center's new role was the assignment of two special projects by the Ohio Department of Education.

Project Outcomes:

Non-Training Activities:

The outcomes and impact of the resource center's non-training initiatives can best be assessed through a summary of the annual evaluation survey.

As a result of Center initiatives, use of the resource center materials and visits to the center continued to increase this past program year.

This past March, a Family Literacy Teleconference brought together adult providers and other local agencies to work together on this important issue. A family literacy resource manual was produced and distributed as part of this project.

The Summit of the Hills in the spring brought together ABLE practitioners from West Virginia and Ohio to examine common issues and share information, materials, and expertise.

Training Activities:

Total participation attendance at resource center sponsored training activities was over 800 individuals. In addition, the resource center paid over $30,000 in participant stipends. The resource center provided over 200 hours of training to the region. Workshop ratings and comments help demonstrate the participants' reactions to the activities. Those ratings and comments were very encouraging and helped reassure the resource center staff that the focus of the training calendar was appropriate and responsive.

In addition to the calendar of professional development activities, the resource center also sponsored local professional development activities for ten programs. Participants also attended other training, workshops, state and national conferences and college courses through the financial support of the resource center.

A summary report for selected resource center sponsored activities is with the full report.

Impact of Project:

In addition to the outcomes discussed previously, the resource center believes there are three additional impacts as a result of the leadership of the center staff and synergy of our active advisory board. Those are:

1. Increased communication and interaction between program administrators and their colleagues as well as increased peer interaction among instructors and practitioners. These interactions are a direct result of the regional meetings and activities held for program administrators and a regional approach to professional development activities. These allowed participants to move beyond the boundaries of their programs or consortia to identify with peers whom they may not have had the opportunity to meet. There is great value in breaking the sometimes stale atmosphere of the familiar and routine by encouraging professionals to learn from people outside their program.
2. Increased participation in the future of our profession through advocacy and information sharing with key decision makers. This region has been exceptional in this role on the local, state, and national levels. The resource center has facilitated participation through our meetings, communication, etc.
3. A resurgence in leadership and participation throughout the state by practitioners from the region. Practitioners have become more active with the Ohio Literacy Network (OLN) and the Ohio Association for Adult and Continuing Education (OAACE) and even helped the Ohio Department of Education coordinate a tract at the Spring Directors' Meeting.

Products Developed:

The resource center has copies of the training materials developed for each of the workshops presented. In addition, there are resource manuals and software for all of the computer training conducted.

Individuals and programs are encouraged to contact the resource center to request copies of the handouts and training material. A complete copy of the evaluation survey is also available from the resource center.

Individuals may contact the resource center at:

Central/Southeast ABLE Resource Center
Ohio University
338 McCracken Hall
Athens, Ohio 45701
1-800-753-1519 or 740-593-4419
740-593-2834 fax
e-mail: **rmcintosh1@ohiou.edu**

Project Continuation And/or Future Implications:

The resource center plans to continue a comprehensive calendar of training activities with similar and expanding foci this program year. The staff members strongly believe we are on the right course on our mission and look forward to another successful year implementing the special projects we have been assigned by ODE. The resource center is collaborating with other Ohio University programs and departments to offer additional resources and services to the region.

The resource center continues to develop a website that contains online resources and up-to-date information about the needs of practitioners throughout the region. In addition, there is an online conference center at the website that will allow online meetings and discussions to occur. The address for the resource center's website is: **http://www.able-ohiou.org**. We believe there is a great potential for distance learning and computer/web-based training that needs to be explored and expanded, and the resource center is being more proactive in this area.

Conclusions/ Recommendations:

The resource center is grateful to Michael Aronoff-Jones and Jim Bowling from the Ohio Department of Education for their continued support. In addition, the leadership and commitment of the resource center's Advisory Board is to be commended.

Also, the practitioners of the region are recognized for their patience and guidance. They adjusted quickly and professionally to the changes in professional development in our region. Their positive feedback and constructive assistance continue to help in our delivery of responsive professional development.

Additional Comments:

This year the resource center grant to Ohio University will be administered by Ralph Martin. Dr. Martin is the Chair of Teacher Education in the College of Education.

The resource center is currently developing its activity calendar for the 1998/99 program year. In response to the requests of practitioners in the field, many of the same workshops and activities are being offered this year. Computer training, instructional strategies, and personal development activities are all available. New activities include counseling skills, strategic planning, and teacher action research. The resource center is also in a position to add additional professional development opportunities should the need arise.

Southwest Ohio ABLE Resource Center

Grant Recipient: Sinclair Community College (Project READ)

Grant Allocation: $ 271,106

Project Period: September 1, 1997 – August 31, 1998

Project Director:
Karla Hibbert-Jones
Project READ/SW ABLE Resource Center
C/o Sinclair Community College
444 West Third Street, Room 12201
Dayton, Ohio 45402-1460
(937) 512-5123

Purpose:

Located at Sinclair Community College in downtown Dayton, Ohio, the Southwest ABLE Resource Center is one of four regional resource centers funded by the Ohio Department of Education. The mission of the regional and state resource center network is to enhance the capacity of adult literacy education programs in Ohio to provide quality education for adults, families and workers by providing the infrastructure, leadership, and support services needed for continuous improvement.

The Southwest ABLE Resource Center carries out its mission by fostering joint planning, coordination, and collaboration at the national, state, and local levels, and by providing a wide variety of professional development opportunities, easily accessible technical assistance and adult literacy resources to adult literacy programs and practitioners.

Project Outcomes: **(Non-training Activities)**

OVERVIEW

The SW ABLE Resource Center staff considers the non-training activities and initiatives a high priority and much time and energy is devoted to the development of processes, techniques, and methods to improve the scope and delivery of these service components. Non-training components include planning activities, collaboration networks and advocacy, technical assistance, and the resource library component. The following summary of FY' 98 SW Resource Center' activities and initiatives

reflect the continued expansion of services and the growing number of adult literacy practitioners accessing these services.

ACTIVITIES

A. Planning Activities:

During this process, the SW ABLE staff participated in the planning, promotion, preparation, and often in the presentation of the following activities and/or initiatives:

- Advisory Council Activities

1.) Organized, planned and facilitated meetings of the Advisory Council on September 19, 1997 and January 16, 1998. In lieu of a formal meeting in the spring, members were asked to respond to a draft proposal for restructuring the leadership, organization, and revised role of the present advisory council.
2.) Retention sub-committees comprised of members also met in October of 1997 and January and July of 1998.

- Professional Development Planning Activities

1.) Reviewed and compiled information, comments and suggestions from PPDPs and IPDPs, workshop evaluations, surveys, and verbal requests to identify and plan for the delivery of regional professional development activities, technical support, and resources needed by the field.
2.) Conducted joint meetings with ODE Consultant and consortia members in the fall of 1997 and in the summer of 1998 to plan and discuss local and regional professional development activities and policies for implementation of the process. In the winter of 1998, three of the consortia leaders met with the Training Specialist for additional assistance in meeting their staff development goals.
3.) Organized and facilitated additional meetings in January, February, and March of 1998 with three of the consortia leaders for additional support and all were contacted or visited during the year by the Program Liaison concerning the implementation of their professional development plans.

4.) Met with all ABLE Directors in the southwest and ODE Consultant in February 1998 to discuss special initiatives and staff development issues.

5.) Participated in weekly staff planning and coordination meetings, monthly Project READ coalition meetings, and, have been an integral part of the Project READ Strategic Planning Project and other special committees, such as the ESL, Planning, and Program Committees.

- Retention Project Planning Activities

1.) The Resource Center staff has planned, organized and facilitated twenty nine consultations, meetings, and work sessions with adult literacy organizations, providers, and support agencies in the literacy field to plan, develop, and begin implementation of the Resource Centers' special project on student retention. Included in this collaborative effort were Project READ staff, ODE Consultant for the southwest region, ABE State Director from Delaware, product developers for Brownberry Farms Inc., OSU Evaluation Project personnel, OPERC staff, SW ABLE Advisory Council members, and staff from other ABLE programs in Ohio.

OUTCOMES of Planning Activities:

The SW ABLE Resource Center planning component is an ongoing process that is integrated into all Resource Center activities, involves all stakeholders, and utilizes a variety of tools, mechanisms, and resources. The extensive and comprehensive planning process of the SW ABLE Resource Center has resulted in a systematic and comprehensive method for the Resource Center to collaborate and enrich the ABLE field and the broader literacy community by providing the literacy practitioners and programs with a diverse menu of professional development opportunities, technical support, and material resources that reflect their needs, priorities, and goals. The increased use of electronic communication and the addition of full-time staff persons (Program Liaison and Researcher) have also increased the capacity of the Resource Center to expand upon and improve both the quantity and the quality of non-training services available to the field. The direct outcomes of these efforts can be seen in the increased demand for material resources and technical assistance and

an overall increase in participation at Resource Center - sponsored professional development activities. Another notable outcome of the planning process has been the development of a systematic plan and process to guide adult literacy programs in the implementation of retention strategies to increase student retention and program completion.

B. Collaboration Networks and Advocacy Activities:

SW ABLE Resource Center staff have assisted in the development of collaborative networks by supplying information, helping to bring key partners together, and by actively participating in meetings, seminars and conferences with other adult literacy colleagues to share and exchange ideas and strategies and develop guidelines and policies to enhance the delivery of quality support services. Resource Center staff participated in the following collaborative activities:

1.) Attended monthly meetings and a two-day retreat with ODE and the Resource Center Network in October 1998.
2.) Participated in a two-day seminar with Ohio and West Virginia in June 1998 and a four-state meeting in July 1998 to discuss and share ideas about professional development issues and other adult literacy initiatives.
3.) Presented at Project READ Coalition monthly meetings.
4.) Served on advisory boards for Ohio Literacy Network, the EMDR Project, and the Alliance for Work-Based Education.
5.) Attended the following national and state conferences: AAACE, OAACE, NCTM, ALT, OLN, and Targets for Learning.
6.) Collaborated with Dayton Public Schools, Miami Valley Literacy Council, Brownberry Farms Inc., and OPERC to develop curriculum, products and training related to student retention.
7.) Worked collaboratively with the state and regional resource centers on various joint activities and projects, including conference receptions, revised New Teachers Manual, Professional Development Certificates, unified calendar of training, and the development of systematic procedures, policies and action plans to help ABLE programs incorporate state-wide structures (EFF) and effective teaching methods (Foundation Skills) into their literacy programs.

8.) Used electronic communication in the form of E-mail, web sites and listservs to keep informed and share information and expertise with the literacy community.
9.) Provided print and on-line information to teachers/programs to advocate.
10.) Publicized ABLE programs and special events through quarterly publications of the *Southwest Exposure* newsletter.
11.) Participated in public awareness campaigns and events.

OUTCOMES of Collaboration Network and Advocacy:

These collaborative efforts and working partnerships have resulted in increased knowledge of, and interaction with, the broader literacy community, sharing of information, expertise, and resources resulting in less duplication of efforts and improved services, and a more effective and systematic process for incorporating statewide policies and initiatives that will improve the quality and the delivery of adult literacy services in ABLE programs as well as strengthen the infrastructure of literacy services at the state and national level.

C. Technical Assistance and Resource Dissemination Activities:

The Resource Center staff have made major contributions to literacy programs and practitioners by supplying easily accessible and pertinent technical assistance and material resources needed by the field to improve the instruction and delivery of literacy education in our ABLE programs. The following summary of these activities reflects the demand for, and the scope of, available services.

- Technical Assistance:

  1.) Assisted approximately 85 literacy practitioners with curriculum development.
  2.) Responded to daily requests (average of three per day) from the field for information and research information on adult literacy topics and help with organizational issues.
  3.) Reviewed grant proposals and program proposals by adult literacy providers for incorporation of

employability, family literacy, and technology components into their programs.
4.) Advised newly hired literacy directors and their staff on general operations.
5.) Assisted twenty literacy practitioners who visited the SW Resource Center to examine and preview software programs, on-line resources, and other technology-related resources.
6.) Supplied information needed by OLRC and Project READ to maintain up-dated web pages featuring the resources, training, and technical assistance available through the SW ABLE Resource Center.
7.) Established e-mail connections with all ABLE program directors in southwest region and transmitted information about legislation, advocacy, policies, training, and other literacy issues as needed.
8.) Arranged consultations, peer mentoring and training referrals for eight adult literacy programs.

- Resource Library:

  1.) Expanded its lending library of adult literacy resources with a concentration of new materials relating to employability, family literacy and contextual learning.
  2.) Revised the current annotated bibliographies to include new titles and related periodicals and on-line resources and added new bibliography on retention.
  3.) Showcased new resources at workshops and meetings and featured selected resources in the quarterly newsletter that is disseminated to the southwest region.
  4.) Researched adult resources, previewed software from various publishers, and tracked requests for specific resources from the field.
  5.) Disseminated 560 resources requested by literacy practitioners.

OUTCOMES of Technical Assistance and Resource Dissemination:

There have been many positive outcomes directly related to the easily accessible technical support and collection of adult literacy resources offered by the Resource Center. The use of electronic

communication and on-line information has been an effective method for keeping all program constituents informed about literacy issues and initiatives in a timely manner and is being used more by the field to access information and resources, and communicate requests for technical assistance. In addition, there has been an increase in peer mentoring, on-site visits to the Resource Center, and the number and types of requests for technical support from adult literacy practitioners both within and outside of the southwest region of the state. The number of requests for resources has increased and practitioners from other regions in Ohio and other states are requesting resources from our library collection.

Project Outcomes:

(Training Activities)

Staff at the Southwest ABLE Resources Center considers the planning and delivery of quality professional development activities to be one of its primary missions. Staff devotes a great deal of time to implementing a professional development plan which is driven by the needs of ABLE programs and practitioners and is responsive to state and national literacy initiatives and priorities. ABLE practitioners may choose from a diverse menu of informal and formal regional and state-sponsored professional development opportunities, as well as state and national conferences, to meet their individual and program professional development needs. See attached report for a summary of the professional development activities offered through the SW ABLE Resource Center.

OUTCOMES of Professional Development Activities:

The professional development opportunities provided ABLE staff with the learning opportunities necessary for them to extend their expertise and strengthen their performance. Six hundred ninety adult literacy practitioners attended staff development activities offered by the SW ABLE Resource Center including ninety-five ABLE practitioners who attended regional, state and

national adult literacy conferences. Written evaluations, satisfaction surveys and verbal feedback about these activities document the positive impact that these activities have made on the capacity of adult literacy providers to provide quality services and instruction for adult learners.

Impact of Project:

The SW ABLE Resource Center staff has spent substantial time engaging in activities and projects to meet the short and long-term objectives of the special student retention project assigned to the Resource Center by the Ohio Department of Education. The outcome of these efforts in FY 98 was the development of a systematic structure to help ABLE programs address student retention that offers consistency and support, while maintaining the flexibility and "bottom-up" approach mandated by the diversity of the field. The summary of this year's retention project activities, training, and product development reflects the complexity and scope of this endeavor.

- Conducted research on retention issues and strategies, which included the use of the Internet, journals, ERIC Clearinghouse documents, research articles, books, interviews, *Equipped for the Future* project, and communications with professionals in the field, including Dr. Fran Tracy-Mumford

- Two practitioner research projects on retention were conducted in our region. One focused on retention variables and the other on the impact of structured goal setting on student persistence

- Identified major retention philosophies and principles of retention, based on research and best practices, which was made into a PowerPoint presentation: The *Nuts and Bolts of Student Retention*

- Drafted contents of a "How To Retention Book" and a self-evaluation tool based on adult learning retention research

- Compiled a bibliography of retention resources, including books, articles, digests, reports, and non-print materials

- Worked with OPERC staff to develop the *Success Factor* workshop. This interactive workshop explored how student success affects retention. Participants learned about program practices and models that enhance student success and learned techniques to maximize students' achievements and persistence. The workshops were held in all four regions of the state during 1998 and were attended by 125 ABLE practitioners. The verbal and written evaluations of the workshops consistently rated the content, delivery, format, and organization of the sessions as excellent and highly relevant.

- Formulated a draft training plan for the retention project that includes training for implementation of the three Curriculum Development Modules:
  1) Employability Module (Grade level 1 - 5.9)
  2) Life Skills Module (Grade level 1 - 5.9)
  3) Family Employability Module (Grade level 6.0 - 9.0)
  These reproducible and interactive modules will be at each of the Resource Centers for distribution in FY 99.

- The Retention Toolbox Project has been developed containing tools that relate to each other and correspond to the Indicators of Program Quality. They include:

1) Program Self-Evaluation Tools - Systematic ways for staff to identify priority areas in which to concentrate their efforts. Two tools are being developed: (1) a survey instrument organized according to the Indicators of Program Quality, and (2) a paperback "edventure" book that takes the reader through situations and decisions related to the Indicators of Program Quality

2) Success Factors: A Retention Game - An applied tool for ABLE staff to simulate common situations and stimulate discussion on retention issues (i.e. the Indicators of Program Quality)

3) How To Retention Book - This book will feature research-based retention strategies in an easy-to-use format

4) Success Factors Calendar - Each page of the calendar will feature a simple, easily implemented retention strategy or action. This calendar will be "continuous" in that it can be used year after year

5) *Nuts and Bolts of Student Retention* - A PowerPoint presentation that can be used at staff meetings and training sessions to set the stage for retention initiatives in local programs.

Product Development:

Print materials in the form of newsletters, memos, training calendars, curriculum modules, and reports on special projects have been developed by SW ABLE Resource Center personnel and disseminated to the adult literacy providers in Ohio. The outline below briefly summarizes these products and the market of distribution.

- Three editions of the *Southwest Exposure* newsletter were mailed to approximately 500 adult literacy providers.
- A revised edition of the New Teachers' Manual was distributed to new practitioners.
- Two curriculum modules, "Set Your Sights on Success" and "Bright Ideas" were developed and mailed to Directors in the SW region.
- A report on the study of basic skills needed in 42 apprenticeship programs was completed collaboratively with Project READ's VISTA volunteer.
- Nine products/tools related to the retention project have been, or are in the process of, being developed for distribution to Ohio ABLE programs selected as retention pilot projects within the next project year. A description of

these products is included in the report under section IV.

Project Continuation and/or Future Implications:

The money allocated for operation of the Resource Center is adequate to provide the level of service currently needed by the field. However, to insure continued success in meeting the growing needs of the field and to insure adequate funding in the future, the Resource Center may need to find new ways to market and distribute their products and services. The funding base could be expanded by extending training opportunities, resources or technical assistance to other agencies/organizations for a fee or by securing other grants.

Conclusions/ Recommendations:

Continue the operation of the Resource Center Network at the current funding level and continue building capacity and improved services by strengthening inter-agency communication and collaboration among the Resource Centers, Ohio Literacy Network, OSU Evaluation Team, Ohio Department of Education, and the adult literacy field.

Northeast Ohio ABLE Resource Center

Grant Recipient: Euclid City Schools

Grant Allocation: $426,529

Project Period: September 1, 1997- August 31, 1998

Project Staff:

Project Administrator:
Delores Tocco Tekieli
Community Education
Euclid City Schools
651 East 222nd St.
Euclid, Ohio, 44123

Project Director:
Gloria W. Gillette
Northeast ABLE
Resource Center
East 222nd St.
Euclid, Ohio 44123

Purpose:

The Northeast ABLE Resource Center is one of four regional centers providing professional development opportunities and technical assistance to ABLE programs in Ohio. The Center also acts a liaison between the Ohio Department of Education Adult Basic and Literacy Education Division and the ABLE programs and maintains an on-site library and computer lab.

Project Outcomes: **(Non-training Activities)**

Miscellaneous:

- Library holdings continue to increase with a significant emphasis on professional development publications
- Over 500 teacher/staff members have access to the library and over 300 have visited during the year. Teacher-driven research has become an important activity at the library. Materials can now be ordered online through the website.
- Approximately 975 technical assistance contacts were made via phone, FAX, walk-ins or site visits.
- The Center's computer lab was established and is being readied for use by ABLE practitioners beginning in September 1998. An Internet connection is being established and online training will be available soon.

- The Director and/or staff have: presented at 21 workshops and conferences attended 56 assorted meetings with ODE or other ABLE practitioners presented outside Ohio on national level and coordinated a 6-state professional development meeting met monthly with the other resource centers to continue to share ideas and collaborate on projects

Special Projects:

A. Crossroads Café (see attached summary)

B. ESL Design Project (also see attached)

It became apparent very early that the scope of this project was very large and needed a comprehensive approach. While a other few states had done some work on standards and TESOL was grappling with Quality Indicators for adult ESL, a truly integrated system of delivery (including assessment and measures using sound linguistic principles and a communicative approach) was still in development.

Massachusetts has done some interesting work and developed a sound framework, but it was a massive project several years in development and just now being readied for field-testing. The reauthorization of the Adult Education Act, welfare reform, and immigration reform complicated the process. It was difficult to know which way to go when the rules were changing daily.

After researching other states, the ESL Task Force developed a set of standards, which would be the basis for all future projects. (See attached). It also became clear that in order to implement the changes being developed, field involvement would be key. The project became two-pronged: one developmental and one field-oriented.

Accomplishments include:

- Developed standards and goals modeled after EFF and TESOL K-12 standards and revised Indicators to reflect ESL concerns
- Published a statewide ESL newsletter to galvanize and inform the field
  (Mailing list of 545)

- Opened a computer/language lab to begin studying innovative practices in language instruction and to provide software and hardware information on ESL instruction
- Researched immigration issues and began preparing information on citizenship
- Researched translation of forms to expedite ESL enrollment
- Presently having *On Speaking Terms* placed on CD ROM with an audio component
- Became a member of Ohio TESOL Board in order to promote adult education representation. An adult education track was added to the Lau/TESOL Fall conference due to those efforts. The Spring TESOL conference will be held at the NE ABLE Resource Center and I will also chair the Fall conference with a full adult education representation
- A master's degree in TESOL is now offered at the Resource Center in conjunction with the University of Findlay, thus bringing ESL coursework to the area and making it accessible.

The ESL Design Project will be a three to five year project before all parts are brought to fruition, including standards, measures, curriculum, professional development, product development, program review and technology issues. The ongoing influence and input from the field has been quite successful. From the newsletter, lessons will be developed and distributed which will dovetail with the standards and the future growth of Equipped for the future.

Project Outcomes:

(Training Activities)

See attached information

Impact of Project:

The Resource Center Network continues to share information, activities, and assistance. ABLE practitioners are beginning to attend professional development activities across the state rather than only in their local areas. The Center has continued to push the importance of online information and training and this has resulted, to some extent, in a greater interest by practitioners to request computer training as part of their professional development activity.

Products Developed:

- Reworked the statewide NTO manual
- Friday NewsBriefs developed and sent out weekly to all programs via Email
- Nor'easter newsletter published bi-monthly
- Statewide quarterly ESL newsletter developed and sent to ESL practitioners
- Website in place where the library catalog, *On Speaking Terms*, and the Nor'easter newsletter and calendar of events are available. Library cards can be completed and materials can now be borrowed online.

Project Continuation and/or Future Implications:

The Resource Center has been funded through 8/31/99. With passage of the Workforce Investment Act of 1998, more emphasis is being placed on family literacy, life skills and job readiness. The Center will respond to each of these needs.

Conclusions/ Recommendations:

Certainly, the Center has an important place in the future of adult education in northeast Ohio and in the state. Practitioners have come to seek and depend on information and assistance from the Center in their planned activities both with their students and in their own professional development. The initiative taken with the ESL Design Project has put the Center on the front line of future ESL directions. The Resource Center Network has provided an important model of collaboration for the field as well as a wide variety of training opportunities in a cost-effective manner.

Northwest Ohio Resource Center

Grant Recipient: Owens Community College

Grant Allocation: $268,137.00

Project Period: September 1, 1997 – August 31, 1998

Project Director:
Linda Stacy, Division Director
Owens Community College
Center for Development and Training
P.O. Box 10000
Toledo, Ohio 43699-1947
(419) 661-7425

Purpose:

The Northwest ABLE Resource Center is one of four regional and one state literacy resource center funded through the Ohio Department of Education—ABLE. The five centers form a network of resource professionals providing professional development, technical assistance, and resources to the Adult Basic and Literacy Education programs and practitioners in Ohio.

The NW ABLE Resource Center serves the counties in the northwest region of Ohio by assessing the needs of the ABLE field, providing activities and resources to meet those needs, supporting the programs and practitioners on their professional development, and providing technical or other assistance as requested or required. In addition, the NW ABLE Resource Center works closely with Owens Community College Library to hours the ABLE Collection in the main library on the Toledo Campus. Since Owens is connected to other Ohio Libraries through OHIOLINK, the ABLE Collection is actually available to a wider audience than just the ABLE practitioners in the Northwest.

The staff the NW ABLE Resource Center are available for any special assistance by programs or practitioners. The number of calls and e-mails received weekly at the Center continues to grow.

Project Outcomes: **(Non-training Activities):**

The NW ABLE Resource Center hosts the Advisory Committee and the Directors of the Northwest at least

quarterly. These meetings have become a vital link between programs, between programs and the Center, and between ODE and the Northwest. Quarterly issues of *Northwest Notes* reach every practitioner in the Northwest Region. The newsletter informs practitioners of the latest information, reviews of new resources, reports from Individual Activity Requests, descriptions of pending workshops, and registration forms for workshop attendance. The addition of the weekly E-FYI newsletter has increased immediate awareness and knowledge of issues of importance to the NW ABLE programs and practitioners. Attendance, participation, and presentations at Directors' Meetings, OAACE, COABE, AAACE, and other state and national conferences are all results of the Project.

(Training Activities):

A number of professional development activities are available to instructors and directors each year. In the Northwest Region, many have taken advantage of these activities. Twenty-five programs and 211 individuals participated in at least one professional development activity this year.

The NW ABLE Resource Center sponsored thirty-three professional development activities and supported six special activities, including AAACE, OAACE, Kaleidoscope 98, Summit of the Hills, Six State, and America Reads.

The following represents professional development participation data for the program year:

Resource Center Professional Development Activities:

Full Day Activities	19	
Half Day Activities	1	
Participation		399

Resource Center Special Activities:

Advisory Committee	4
NW Directors	4
Teleconferences	3
WEI Project	5

Participation		178

Local Activities Funded by NW ABLE Resource Center:

Full Day Activities	1	
Half Day Activities	5	
Participation		59

Conference Participation:

AAACE (full conference)	20	
(Teacher Day)	47	
Ohio Lau Tesol	3	
Work-Based Learning	1	
Ohio Family Literacy	2	
Ohio Assn. of the Deaf	1	
LVA National	2	
OAACE	69	
Laubach Literacy Conf.	4	
Kaleidoscope	5	
Summit of the Hills	3	
Participation		157

Individual Activities Participation:

PowerPath	2	
Reading Recovery	1	
Hands-on-Math	2	
Basic Counseling Skills	2	
Community Agency Survey	1	
BGSU Family Literacy	1	
OVASNP	1	
Community Corrections	2	
Families: A Resource	1	
Internet	2	
Stress Management	2	
First Aid/CPR	1	
Upgrading Computer	1	
ODE Equity Module	1	
Leadership Institute	1	
Model Schools Assess.	1	
Laubach Literacy Training	1	
Participation		23

Total Professional Development Participation 816

Impact of Project:

Clarification, implementation, and information concerning ABLE, adult education, and the program/practitioner concerns or questions have become major components of the Center's daily functioning. Having this resource readily available and accessible to directors, coordinators, instructors, aides, volunteers, and tutors alike has been a benefit to all of ABLE.

The Northwest ABLE Resource Center staff is also used by Owens Community College to provide in-service workshops during Opening Week, to provide information to visitors to campus, and to speak at community groups/agencies through the Owens Community College Speakers' Bureau.

A major impact of the PDP process has been the increase of Individual and Program Activity Requests. Requests have been varied and interesting. At the conclusion of the activity, the individual or program must submit a report and invoice. The reports have become a regular feature of our newsletter making others aware of the opportunities available as well as the experiences of ABLE practitioners and programs.

This year, the Workplace Education Indicators project has added another component to the Resource Center. This project has involved ABLE practitioners from around the state working together to furnish Workplace Education providers with more information and useful tools to make their programs stronger and better able to meet the needs of their collaborative partners.

Products Developed:

In conjunction with the other regional centers, the Northwest has been the source for the New Teacher Manual. The NW covered the cost of printing the initial run three years ago and covered the cost of modifications until this year. (Each Center then covers the cost of reproducing the new pages.)

The Center has produced a draft copy of a Workplace Education Manual, which will be given to all programs at the Fall ABLE Directors' Meeting. This manual will be updated, refined, and expanded over the next year of the project.

Project Continuation And/or Future Implications:

In addition to the professional development options, the technical assistance, and the resources available through the Resource Center, the continuation of the Workplace Education Indicators Project has involved practitioners in an expanded form of professional development. The objective of the project is to "provide more tools for workplace education programs, or those ABLE programs that also provide workplace education with which to conduct formative and summative program evaluations." With this added emphasis for the Resource Center and the changes in legislation affecting ABLE, the Northwest ABLE Resource Center intends to be proactive in its approach to all of the tasks, challenges, and opportunities which it will face in the next year.

Conclusions/ Recommendations:

The Professional Development Process has been beneficial to the planning of professional development, but there are some areas of concern:

- Professionalization of the ABLE field still requires more emphasis from all levels of ABLE. The Ohio Department of Education, Adult Basic and Literacy Education, can assist the Resource Center in this process with consistent policy statements, clear communication with the Resource Center, and support in its efforts to hold practitioners and programs accountable for their professional development.
- The guidelines established by the Resource Center need to be reinforced from the Ohio Department of Education. Programs and practitioners not following written policy guidelines will not receive payment or may be asked to reimburse payment.
- Consistency among the ABLE consultants with regard to program review, formal and informal requirements, and accountability is a major issue facing the continuous improvement of ABLE in Ohio.

SOUTHWEST OHIO
INDIVIDUAL AND CONSORTIA PROJECTS

Butler/Warren Consortium

Grant Recipient:	Talawanda City School District
Grant Allocation:	$7,267.00
Contact:	Mary Jo Clark Adult Learning Center 5445 College Corner Pike Oxford, Ohio 45056 (513) 523-4905
Programs Participating:	Hamilton City Schools, Middletown City Schools, Talawanda City Schools, Warren County Career Center
Purpose:	To assist individual programs within the Butler/Warren Consortium with their individual and program professional development needs.
Objectives:	1. To allow individual staff members to attend staff development activities that meet needs identified in their Individual Professional Development Plans. 2. To provide the opportunity for staff to attend the Early Childhood Education and School-Age Child Care Conference. 3. To learn methods of using computer technology as a teaching tool with adult learners. 4. To provide new teacher training to all new staff members.
Total Hours of Staff Development:	357.5
Total Number of Participants:	112
Evaluation Average of Activities (Based on 1-5 Scale):	4.3

Cincinnati Public Schools

Grant Recipient:	Cincinnati Public Schools
Grant Allocation:	$13,738.00
Contact:	Robbie Thomas Queen City Vocational Center 425 Ezzard Charles Drive Cincinnati, Ohio 45203 (513) 977-8071
Programs Participating:	Cincinnati Public Schools
Purpose:	To provide professional development opportunities based on identified needs indicated by staff on their Individual Professional Development Plans.
Objectives:	1. Provide a workshop to address SCANS skills as related to the individual ABLE student group instructional activities. 2. Provide a workshop to help teachers administer and interpret two learning styles inventories appropriate for ABLE students. 3. Provide staff opportunities to attend AAACE and OAACE conferences for awareness of national and state adult education issues. 4. Provide individual activity requests to address the needs of new teacher training and allow teachers to select activities that address their IPDP's.
Total Hours of Staff Development:	173.5
Total Number of Participants:	81
Average Evaluation of Activities (Based on 1-5 Scale):	4.7

Dayton Public Schools

Grant Recipient:	Dayton Public Schools
Grant Allocation:	$8,921.00
Contact:	Joyce Dent Longfellow Center 245 Salem Avenue Dayton, Ohio 45406 (937) 223-8230
Programs Participating:	Dayton Public Schools
Purpose:	The review of the Individual Professional Development Plans made apparent the need to focus on activities featuring SCANS Foundations Skills, computer/GED training, learning styles, and School-to-Work training. Most important, is Dayton's focus on establishing effective retention strategies the teachers will utilize.
Objectives:	1. To provide the opportunity for staff training to enhance professional growth in the areas most requested by staff. 2. To train the staff to effectively incorporate effective retention strategies into the current delivery system.
Total Hours of Staff Development:	176.5
Total Number of Participants:	122
Average Evaluation of Activities (Based on 1-5 Scale):	4.3

Hamilton/Clermont Counties Consortium

Grant Recipient:	Great Oaks Institute of Technology and Career Development
Grant Allocation:	$17,408
Contact:	Arthur P. Ftacnik 3254 East Kemper Road Cincinnati, Ohio 45241-1540 (513) 771-8925
Programs Participating:	Clermont Co. Educational Service Center, Great Oaks ITCD, East End Adult Education Center, Norwood City Schools, Princeton City Schools, Southwest Local Schools, Urban Appalachian Council, Jewish Family Services, YWCA of Cincinnati, Cincinnati Union Bethel, Jewish Vocational Service
Purpose:	To provide professional development opportunities for 11 members of the Hamilton/Clermont Counties Consortium based on needs identified through the Individual Professional Development Plans and summarized on the Program Professional Development Plans.
Objectives:	1. Provide training for educators of adults with limited English proficiency. 2. Train teachers to more effectively serve individuals who read below the fifth grade. 3. Recruit and provide services to additional eligible adults. 4. Train all staff to ensure program accountability. 5. Offer training to staff to provide services in the area of family literacy. 6. Provide training in workforce educational services. 7. Offer training to facilitate ongoing professional development process. 8. Explain expectations and foster the facilitation of interagency coordination and collaboration.
Total Hours of Staff Development:	232
Total Number of Participants:	161
Average Evaluation of Activities (Based on 1-5 Scale):	4.6

London Consortium

Grant Recipient:	Springfield City Schools
Grant Allocation:	$10, 999.00
Contact:	Kelly Wiggins Jefferson Community Center 50 E. McCreight Ave. Springfield, Ohio 45504 (937) 342-4130
Programs Participating:	Greene County Career Center, London City Schools, Miami Trace Local Schools, Springfield City Schools, Springfield-Clark County JVS, Central Ohio JVS, Union County Commissioners, Ohio Hi-Point Career Center, The International Friendship Center
Purpose:	To provide a means for planned in-service activities as a part of the staff development process in which the consortium staff can engage.
Objectives:	1. To train volunteer tutors to assist lower level adult learners in the classroom. 2. To train ABLE staff to become computer literate in order to better assist ABLE students with enhancing their own computer skills. 3. To provide more information and strategies for teachers to use when working with the LD population. 4. To learn methods of better marketing ABLE programs. 5. To learn additional methods and adopt new materials for teaching mathematics to adults. 6. To allow individual staff members to attend staff development activities of great interest to them to support professional growth.
Total Hours of Staff Development:	624
Total Number of Participants:	123
Average Evaluation of Activities (Based on 1-5 Scale):	5

Montgomery County Consortium

Grant Recipient:	Miami Valley Career Technology Center
Grant Allocation:	$9,452.00
Contact:	Amy Leedy 6800 Hoke Road Clayton, Ohio 45315 (937) 837-7781
Programs Participating:	Jewish Federation of Dayton, Miami Valley Literacy Council, Miami Valley Career Technology Center, Sinclair Community College, Kettering Adult School, Jewish Vocational Service
Purpose:	To provide professional development opportunities that address the diverse needs of the Montgomery County Consortium members.
Objectives:	1. Staff will participate in training offered by the Southwest ABLE Resource Center. 2. Instructors will visit other consortia programs after identifying one of the State and Federal priorities through an individual request form. 3. Staff members will participate in activities that improve retention and more effectively incorporate the program quality indicators. 4. ABLE ESL staff will continue to evaluate and refine the delivery system for limited English proficiency. 5. Staff members will gain information and techniques at conferences; share with the Southwest ABLE Advisory Committee and Project READ.
Total Hours of Staff Development:	78
Total Number of Participants:	106
Average Evaluation of Activities (Based on 1-5 Scale):	4.8

Northern Consortium

Grant Recipient:	Upper Valley JVS
Grant Allocation:	$5,864.00
Contact:	Fran Holthaus 8811 Career Drive Piqua, Ohio 45356 (937) 778-1980 ext. 251
Programs Participating:	Greenville City Schools, Upper Valley JVS
Purpose:	To provide a means for professional development opportunities for the members of the consortium.
Objectives:	1. Training for educators of adults with limited English proficiency. 2. Training of educators serving adults with reading abilities below the 5th grad level. 3. Training opportunities in the area of family literacy. 4. Ongoing professional development opportunities to meet needs reflected on Individual Professional Development Plans. 5. Training in areas of program accountability
Total Hours of Staff Development:	139.75
Total Number of Participants:	108
Average Evaluation of Activities (Based on 1-5 Scale):	4.8

Southwest Appalachian Consortium

Grant Recipient:	Southern State Community College
Grant Allocation:	$6,351.00
Contact:	Karyn J. Evans 100 Hobart Drive Hillsboro, Ohio 43133 (937) 393-3431 ext. 2689
Programs Participating:	Southern Hills JVSD, Southern State Community College
Purpose:	To provide a means for planned activities to meet the professional development needs of all consortium members.
Objectives:	1. To increase awareness and improve strategies in the area of learning/teaching styles. 2. To improve techniques for teaching/tutoring literacy students. 3. To increase awareness and improve strategies in the area of life skills. 4. To enhance computer literacy for the office/clerical staff. 5. To meet objectives in the Individualized Professional Development Plans and to enhance training. 6. To broaden perspectives on ABLE delivery. 7. To promote professional growth. 8. To develop computer literacy. 9. To participate in sessions about childcare and transportation needs.
Total Hours of Staff Development:	14.5+ (local only)
Total Number of Participants:	74
Average Evaluation of Participants:	4.5

Special Demonstration Projects

During program year 1997-98, the Ohio Department of Education awarded seventeen Special Demonstration grants. Fifteen grants are in the area of Adult Literacy Planning and Coordination. These funds have continued to support local programs' efforts to coordinate literacy services with various partners serving similar adult learners. These projects have involved literacy coalitions, One-Stops, Common Good Linkage Teams, and family literacy planning groups.

Other topics addressed through special demonstration funds include learning disabilities, project-based learning, GED on TV, collaboration, evaluation, numeracy, and technology. Some of these projects were awarded to Adult Literacy Planning and Coordination grantees, and the final reports are contained within the same report.

Federal funds in the amount of $694,755 supported these special projects.

For the Common Good

Grant Recipient: The Ohio State University

Grant Allocation: $35,000 plus $5,000 carryover from FY97

Project Period: September 1, 1997 - August 31, 1998

Project Director and Contact:
Susan Imel
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090

Purpose: The activities during this period of the "For the Common Good" project were designed to accomplish a number of goals and objectives as described below.

1. **To provide support for local Common Good teams that have been established through the Common Good Institutes held in April 1990, October 1991, October 1993, May 1995, and December 1997.**

The project engaged in the following activities to provide support for the Common Good local linkage teams:

X Updated the Local Linkage Team (LLT) Leader Roster.
X Prepared Comprehensive List of Local Linkage Team Members.
X Prepared mailing list of LLT members.

2. **To provide support to the "For the Common Good" project State Team.**

The project provided support for the "For the Common Good" State Team by project staff attending monthly meetings to ensure collaboration between the State Team and the project activities. Project staff also prepared agendas and background materials for the meetings.

3. **To develop marketing and publicity materials for the "For the Common Good" project.**

Through the development of marketing and publicity materials, the project also provided

ongoing support for the LLTs (outcome number 1). The following activities were conducted in this area:

X Revised the basic Common Good Fact Sheet. (Copy attached)
X Developed and disseminated three (3) Common Good newsletters. (Copies attached)
X Developed "For the Common Good" project web site, in conjunction with the Ohio Literacy Resource Center.
(URL: http://literacy.kent.edu/CommonGood/)
X Analyzed and reported results of Common Good linkage teams survey. (See attached copy)

4. To plan and conduct an activity for state staff.

To promote collaboration among state staff from the agencies represented on the State Team, a training activity was designed and implemented. The activity, "Being Proactive in a Time of Transition," was held on August 26, 1998 at Camp Mary Orton. Information about the activity, including a brochure and an evaluation, are attached.

5. To provide quarterly and final project reports to ODE and any other stakeholder groups, as requested.

Three quarterly reports were submitted. In addition, when requested, the project staff provided copies of project publications newsletters and fact sheets.

The following key staff were involved in conducting the project activities: Susan Imel, who served as project director and Nikola Strader, who served as project associate. Both staff attended and participated in the meetings of the State Team. Susan worked with project support staff member, Mary Labelle, to develop the Common Good Local Linkage Team mailing list; Susan also wrote the analysis of the Local Linkage Team Follow-Up Survey, developed the Fact Sheet, and was responsible for planning and implementing the training activity for state staff (in conjunction with the State Team). Nikki took responsibility for developing the newsletters and working with the OLRC to develop the website.

Project Outcomes:

A number of very positive outcomes occurred as a result of the activities described above. Through the goal of providing ongoing support to the Common Good Linkage teams at the local level, the project was able to develop some tangible products, including ***In Common***, the newsletter, the revised fact sheet, and the website. A mailing list of nearly 500 local linkage team members received each copy of the newsletter. In addition, another two to three hundred copies of each issue were distributed to State Team members and other agencies. Eight hundred copies of the first issue of ***In Common*** were printed and one thousand copies of issues two and three were printed. The revised fact sheet has also proven to be very popular and has been used by State Team members to promote the project with their constituencies. Eight hundred copies of the fact sheet were printed. Both the fact sheet and the newsletters have been made available on the website. Also, the publication, ***A Guide for Developing Local Interagency Linkage Teams*** (developed during a previous project period) is available on the website. In addition, the website features each local linkage team and all have been offered the opportunity to include information about their team on the website.

The training activity for state staff, "Being Proactive in a Time of Transition," was very successful. Of the three state staff activities sponsored by the For the Common Good project since its inception, this one was received the most positively by the participants, as evidenced by the evaluation forms and by comments made by participants during and after the event. The following comments from the evaluation forms are proof of the event's success: "*Thanks for a great day.*" "*Excellent*!" "*Let's do it again*!" and "*It was good to network and get to know people.*"

Impact:

The impact of the "For the Common Good" project has been documented over the years through a number of activities, including follow-up surveys. The activities during the current period were designed to continue the overall project goal of facilitating inter- and intraagency collaboration at the state and local level. Specific impact information that is attached to this report includes the compilation of the evaluations of the state staff training activity and the analysis of the Local Linkage Team follow-up survey. The impact of the additional activities, related to providing support for the Common Good Local Linkage

Teams, is more difficult to gauge. However, communication with teams has continued throughout the year as a result of these activities as well as those conducted under the 8% funding. Each issue of the newsletter has featured one or more of the local linkage teams and provides examples of remarkable things being done by teams to facilitate interagency collaboration at the local level. Members of several teams have also expressed their appreciation to the State Team and the project for providing ongoing support of their efforts.

Product or Training Developed:

Products that were developed include three issues of a newsletter, a fact sheet, and a website. Copies of the newsletters and fact sheet are attached and the website may be viewed at http://literacy.kent.edu/CommonGood/. The training program for state staff was conducted by the Camp Mary Orton Leadership and Training Center staff and by Chester Bowling of the Ohio State University Extension.

Products are Available From:

The website and Susan Imel, Common Good Project Director, 1900 Kenny Road, Columbus, OH 43210-1090.

Project Continuation and/or Future Implications:

The project is continuing with similar activities. Collaboration among local agencies is now more important than ever. The Workforce Investment Act of 1998 that was signed into law on August 7, 1998, consolidated over sixty federally funded employment, training, literacy, and vocational rehabilitation programs into three major block grants. Most of the "parent" agencies of key players on Common Good Local Linkage teams are affected by this new act. In this climate, the local linkage teams need the on-going support provided by a neutral party such as the Common Good State Team. This support will be continue to be provided in the form of newsletters and fact sheets that will keep them informed about events, resources, and strategies.

Conclusions/ Recommendations:

Recommendations include the following:

X Continue to provide support for the existing local teams

X Consider sponsoring an additional Institute to form new teams or revive former teams

X Continue activities that encourage interagency collaboration among state staff

Additional Comments:

The activities reported here represent only one part of the "For the Common Good" project activities during the current funding period. JTPA 8% coordination funds provided for two additional Common Good activities: an Institute for new or reforming teams and a follow-up meeting for all local linkage teams. It was indeed a very active year for the "For the Common Good Project." As mentioned earlier, the new Workforce Investment Act of 1998 again moves collaboration and service integration to the top of the agenda so the need for the project remains.

Because of the many project activities, one proposed project component- to develop case studies of four teams- was not conducted. The funds for that portion of the project are being carried over to the next year, when the case studies will be developed.

Evaluation Design Project

Grant Recipient: The Ohio State University

Grant Allocation: $115,000

Project Period: September 1, 1997 – August 31, 1998

Project Director: Susan Imel
Center on Education and Training for Employment

1900 Kenny Road
Columbus, OH 43210-1090

Contact: Cynthia J. Zengler
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090

Purpose: The aim of the ABLE Program Evaluation Design Project is to design an evaluation system that provides on-going data for Ohio's Adult Basic and Literacy Education (ABLE) delivery system. This evaluation system will provide a process for the collection, management, and analysis of information for all programs supported by the ODE ABLE Program Office. The collected information will be used in both formative and summative evaluations. State and local staff will use the information to identify, develop, and implement improvements in the areas of programs and staff development. The data will also be used to describe the demographics of the programs and effectively measure the success at the local, state, and national levels.

The Indicators of Program Quality, the Annual Performance Report, and various other reports serve as a framework for identifying outcome and variables that need to be assessed in the evaluation. Additionally, a Quality Indicators Committee, comprised of selected personnel, was convened to identify and discuss the criteria for measuring the effectiveness of the programs in meeting each indicator. Input from the Regional Resource Center Special Project task forces was also used.

Project Outcomes:

The Evaluation Project team members completed several objectives resulting in the following outcomes. Some of these outcomes evolved from previous activities.

A. **Evaluation system framework**
A framework was created for the evaluation system to offer a guideline for the evaluation project. Project personnel reviewed several systems of ABLE delivery and evaluation with a focus on measuring the Indicators of Program Quality. Further the intent was to have a framework that assists programs in assessing their programs for program improvement and planning staff development activities.

B. **Evaluation instruments**
The project created a system for evaluating the local programs in the program review process. These instruments were developed through the assistance and review of the ODE ABLE office. The instruments measure the program delivery and the sites to ensure the local programs have developed an effective program and to identify the excellence in the local programs.

C. **Program review notebook**
The program review instruments were revised and included in a program review notebook. This notebook provides a resource for the consultants as they complete a review.

D. **Connections with special projects**
The project team participated in the special demonstration projects being conducted by the Regional Resource Centers. The focus of the team involvement was to ensure the overall goals of the evaluation system were consistent with these projects and to offer guidance in the evaluation components of the projects.

E. **ABLE Link**
The project provided technical assistance to the development of ABLE Link. This was to ensure the data was not compromised in the development of

the system as the developer focused on the ease of use of the system.

F. Strategic Planning
The project team is participating in the state planning process for the ODE ABLE office. This process was begun in the summer of 1998. The team is providing input and technical assistance as needed.

Impact:

The research provided insight into the type of framework needed to establish an evaluation system that would meet the needs of the Ohio ABLE programs. The resulting Evaluation Framework, built on the Indicators of Program Quality used by Ohio ABLE programs, permits the ODE state office to look at program quality and service delivery. The information gained can also be used to make improvements in programs and staff development. The Program Review Notebook is a sequential collection of all the data forms needed by the consultants and participating program personnel for program reviews thus reducing extra organizational time for the consultants. Furthermore, the information can be used dynamically to plan improvements in programs and staff development.

Product or Training Developed:

Several products were completed during the grant year. They include the following items.

A. Evaluation system framework
A framework was created for the evaluation system to offer a guideline for the evaluation project. A draft of this document was provided to the ODE ABLE State office by 11/97 with several revisions throughout the year.

B. Bibliography
An annotated bibliography was provided for references on evaluation and the practice of evaluation in adult education.

C. Evaluation instruments
The following program review instruments were created for use by local programs in preparing for the review: document checklist, a review form for assessing the local programs on the Indicators of Program Quality; site review forms for the site observations (there are three versions of this form depending on the type or program); and follow-up

forms to be used in providing continued assistance to the programs following a program review.

D. Program review notebook
The program review instruments were revised and included in a program review notebook. This notebook provides a resource for the consultants as they complete a review.

E. Connections with special projects
The project team participated in the special demonstration projects being conducted by the Regional Resource Centers. The project provided updates at the ODE bi-monthly staff meetings.

F. Reports
The project provided quarterly reports and special reports as needed based on the activity of the project. These reports were on meetings such as the Indicator's Committee and the strategic planning process.

Products are Available From:

Ohio Department of Education
Adult Basic and Literacy Education
ATTN: Michael Aronoff-Jones
933 High Street, Suite 210
Worthington, OH 43085-4046

Project Continuation and/or Future Implications:

The Evaluation Design Team will revise the Evaluation Framework and the Program Review Notebook based on suggestions received. An Advisory Committee will be formed to ensure that the Evaluation System is responsive to the diverse needs of local programs and the state ABLE office. The Evaluation Design team will develop program review training for the ODE staff and assist in on-site training as requested. Booklets based on the Indicators of Program Quality will be created and disseminated to ABLE programs. A section of materials that can be used to support programs will be added to ODE's Technical Assistance Library. Evaluation team members will continue to participate in the other special projects/task forces and to assist in the ODE ABLE strategic planning efforts.

Conclusions/ Recommendations:

The ODE ABLE Evaluation Design Project was charged with providing a consistent and comprehensive system for collecting data that describes and measures the impact of Ohio's ABLE system on students and the local, state, and national communities. The program review forms were created to provide a consistent method of collecting needed data for accountability, program improvement and staff development opportunities. On-going revisions will be necessary as the system is implemented. As the Evaluation Framework is implemented, changes and adjustments can be anticipated and the Evaluation Design Project Team assisted by the Advisory Committee should be prepared to respond to those needs.

Grant Recipient: Ohio Literacy Resource Center

Grant Allocation: $120,000

Project Period: September 1, 1997- September 30, 1998

Project Director:

Nancy D. Padak
Kent State University
414 White Hall
P.O. Box 5190
Kent, OH 44242-0001
800-765-2897, ext. 31

Purpose:

Information Management System:

The IMS project was assigned to the Ohio Literacy Resource Center in July of 1997. Beginning in August 1997, representatives from ODE, OSU-CETE, resource centers, programs, and the OLRC evaluated proposals and interviewed developers including representatives from one commercial program and two local designers. Based largely on experience with the design of a local ABLE program's reporting program, the group decided on Ron Roberts of Roberts Communication in Brunswick, Ohio. He began work on the project at the end of August 1997.

Requests for Beta testers (pilot programs) of the IMS program during development were sent to Ohio programs. Fifty-three programs responded all were accepted (list included in Interim Report.) These programs downloaded, installed, and provided feedback on the developing program. Based on their use, bugs and problems were eliminated and features were added.

The program was released in August 1998 and was named ABLE Link. Ohio's ABLE programs received training on ABLE Link during July, August, and September, depending on fiscal year start date. The majority of programs had installed the program and received the most up-to-date version by the end of September.

Training and support provided in July, August, and September 1998:

July

- One training at Kent State
- Letters to all programs announcing training

August

- Eight trainings (2 NE, 2 NW, 2 SW, and 2 C/SE)
- Disks mailed to July participants
- Mac disks out
- Responded to approximately 80 phone calls and email messages

September

- Eight trainings (2 NE, 2 NW, 2 SW, and 2 C/SE)
- Responded to approximately 160 phone calls and email messages
- Technical Assistance Network: 4 sessions provided for a total of 16 hours (Southwest ABLE, Southern State Community College, Dayton ABLE, and Godman Guild ABLE)

The ABLE Link program mirrors the intake and exit forms, tracks assessment, and can be used to maintain attendance. The program will be used to compile and transmit the APR and monthly attendance reports to ODE. This latter feature will be in place by the first monthly attendance transmission in December 1998, as will the site-to-site transfer, which will allow multiple-site programs to compile and send data from a central location.

Administrators' Manual

A survey was sent to all ABLE directors in the fall and a summary prepared. On January 30, a meeting was held in Columbus of the eight directors who agreed to serve on the Task Force. The directors involved were Nancy Lougheed, Washington Local; Mary Jo Alstaetter, Hi-Point Career Center; Linda Josefczyk, CORC; Judith Crocker, Cleveland Public Schools; Kathy Petrek, Hamilton City Schools; Joe McGowan, Athens Metro. Housing Authority; Patty Buchan, Garfield Heights Community Center; and Jody Angelone, Vanguard-Sentinel JVS.

The Task Force went through the entire manual, making suggestions for revisions, additions, and deletions. They also suggested that the OLRC take time to do this right and recommended that the manual be completed for the Fall, 1998 Directors Meeting rather than the Spring meeting.

A graduate student, Lisa Collins, was assigned to assist Gary Padak with this project. She spent the spring semester scanning in the old manual and making some of the corrections. Changes and additions made were made in accordance with the recommendations of the Task Force.

Gary Padak completed all the revisions and put everything on a computer in same font, etc. The draft of the manual was ready in early September and was sent to the ODE staff and the Task Force for review. Most of the requested changes came from the ODE staff. Due to the number of changes, the manual could not be completed in time for the Directors' Meeting in October. Money for printing the manual was charged in September by the Kent State print shop and printing will be done in early December. The manuals should be mailed to ABLE programs in late December.

Project Outcomes:

Information Management System: By the end of the grant period, the computer software program was completed in Windows 95, Windows 3.1, and Mac formats. The developer was still working on a few minor problems to be corrected in a final version. Seventeen workshops had been held around the state to train program staff; only a few programs remained to be trained.

Administrators' Manual: The completed manual will be mailed to all ABLE programs in December 1998. In addition, the entire manual will be put on the OLRC web site in early 1999.

Impact:

Information Management System: ABLE Link will allow for monthly transmission of attendance data and annual transmission of the Annual Performance Report to ODE in Columbus. The program will provide for quick electronic preparation of the reports and will allow both ODE and local programs access to statistical information for decision-making at any time during the year. The implementation of ABLE Link requires that someone at each program gain expertise in many aspects of computer

use such as installation and upgrading of programs, downloading, FTP process, and others.

Administrators' Manual: The ABLE coordinators and directors will have access to information in an up-to-date manual, which is both sectioned and indexed for easy use. The online manual will allow for updates to take place periodically.

Product or Training Developed:

IMS: Software program developed for recording of Intake and Exit Forms information and for transmitting monthly attendance reports and Annual Performance Reports to ODE. Manual developed for use with program.

Administrators' Manual: Revised and reduced manual created for use by ABLE administrators. Print copies and online version to be available.

Products are Available From:

Ohio Literacy Resource Center
414 White Hall
Kent State University
Kent, OH 44242
800-765-2897
olrc@literacy.kent.edu
http://literacy.kent.edu

Project Continuation and/or Future Implications:

Information Management System: The 1998-99 year will be spent in providing support to local programs as they use the system for the first full year and submit their 1998-99 Annual Performance Reports in the summer of 1999.

Administrators' Manual: Additions or corrections to the manual can be made on the online version as needed.

Conclusions/ Recommendations:

Information Management System: One of the obstacles faced in the development of ABLE Link was that Ohio ABLE programs require a cross-platform program to support Windows 3.X, 95, and Macintosh operating systems. The original developer proposal included developing the IMS program in Visual FoxPro 5, which was anticipated to support all 3 platforms. Visual FoxPro 5 turned out, in fact, not to support development for

Windows 3.X or the Macintosh operating systems. Accordingly, an earlier version of Visual FoxPro was redesigned. The look and feel and functionality of the program remained intact, but the design and programming was more difficult for the programmer and resulted in delays in the proposed schedule for completion of the program.

Many of the problems experienced in initial implementation came from the inexperience with computers by local program staff. Some programs do not have CD-ROM and some programs still do not have Internet access. The Internet access that some programs have is not reliable enough to allow for downloading of files. Many data entry staff was unfamiliar with basic entry or did not follow directions. This created a need for extensive phone and email support, which had not been anticipated.

Recommendations for implementation of ABLE Link:

- Provide (and require) much more computer training for program personnel and state staff.
- Follow-up on programs fulfilling the technology assurance for grant. (Is the computer bought with ABLE funds available for use for ABLE Link or is it with the director? Did the program buy the proper computer with CD-ROM? Does the ABLE Link computer have Internet access?)
- More stringent requirements requiring programs to follow the rules. (i.e.: submission of reports on time) It has been hard to work with programs that have not taken seriously the requirement for using ABLE Link and for submitting reports on time.
- Consistent information given to all regions by ODE staff.

Administrators' Manual: The Manual probably should have been further reduced to take out general information. However, most of the decisions on this edition were based on the recommendations of the task force. Further reduction should be a goal of the next edition.

Additional Comments: The work of these two projects could not have been done without the extreme dedication of the OLRC staff assigned to the project.

Information Management System
Marty Ropog: Assistant Director for Technology (since January 1998)
Margarete Epstein: Technology Assistant (IMS Support) (since June 1998)
Kim McCoy: Technology Assistant (Tech Assistance Network) (since January 1998)
Chris Fullerton: Technology Assistant (web development) (since January 1998)

Administrators' Manual
Gary Padak: Faculty Advisor
Lisa Collins: Graduate Assistant

Eye Movement Desensitization and Reprocessing

Grant Recipient: Clark County Literacy Coalition

Grant Allocation: $40,000

Project Period: September 1, 1997 – August 31, 1998

Project Director: Marsha Randall
137 E. High Street
Springfield, OH 45502
(937) 323-8617

Purpose: The purpose of this project is to conduct a study on the effects of Eye Movement Desensitization and Reprocessing as a treatment for adults with severe learning difficulties enrolled in Corrections and Community-Based Literacy programs. The purpose of this report is to request an extension of the project through fiscal 1999 and carry-over the initial funding to support the completion of the project.

Project Outcomes: The Ohio Department of Rehabilitation and Corrections approved the project. Two psychologists (the psychology research supervisor and the clinical psychologist) have participated in level 1 and 2 of EMDR training. The Corrections project administrator and the psychology assistant have participated in level 1 of the EMDR training.

The **Project/Evaluation Team** and the **Clinical Team** have been combined and have met more than 15 times to work through the design, overcome barriers, implement the project, adjust to the design and protocols, review the testing and EMDR outcomes, adjust the timelines, shift responsibilities, and manage the data.

The **Advisory Team** has met twice, reviewed the implementation plans, help problem solve the barriers and identify options to resolve critical issues.

Site Teams have been developed and met at least two times at each site. Each site has designed a 'safety net' for students participating in the study and linked with community/institution mental health services.

The **Education Team** has been actively meeting each month to develop criteria for standard test administration, review test scoring, create protocols, implement test procedures, train volunteers and students to implement accommodations, and work to develop a "training of the trainers" package.
The project has weathered the psychologists changing positions, and changing institutions. It took almost four months to accomplish and adjust to these changes.

The Administration /Evaluation/Clinical Team decided that the psychologist was not ready to begin the study and needed to practice EMDR and the appropriate protocols prior to collecting data for the study. Therefore, four students (two from Madison, and two from Clark County) were involved with the psychologist as pilot students to test the protocols and to assist the psychologist in targeting educational traumas. Two of the pilot students were video taped in their EMDR session. The tapes were reviewed and critiqued by the EMDR Project Supervisor and recommendations were made for improving the EMDR process. The psychology Assistant had to cut her commitment to the project. To replace her portion of the project in Corrections, the educational counselor at Madison has been recruited and trained to complete the standardized test portion and the Research/SLN Coordinator is conducting the clinical sensitive instruments at Madison.

Of 19 students volunteering for the project at Clark County and meeting the key criteria of having a severe learning difficulty on Power Path, 9 have dropped out of the program, 3 have been screened as "inappropriate" on their psychology profiles, 1 is ready to begin EMDR, and 3 have begun their treatment.

At Madison, 14 students have been identified for the program, two were excluded from the study based of their psychological profile, 4 have completed EMDR, 2 are in EMDR and two are ready for EMDR.

Of the 15 assessed at Pickaway, a large percentage of those screened with the psyche battery were identified as 'inappropriate' or were receiving mental health services. The Pickaway project instructor took maternity leave this summer. The **Administrative/ Evaluation/Clinical Team**

has placed the Pickaway site on hold until all the research data has been collected from Madison and Clark.

I. **Revised Timelines:**
The following timeline was created to complete the project, collect the data, and write the final report.

September 1998
- Continue student assessments and EMDR at Madison and Clark.
- Admin/Eval/Clinical team meeting.
- Educational Team Meeting to go over training
- Present project at NAASLN

October 1998
- Continue student assessments and EMDR at Madison and Clark.
- Admin/Eval/Clinical team meeting
- Site Team Meeting
- Education Team Meeting

November 1998
- Continue student assessments and EMDR at Madison and Clark
- Admin/Eval/Clinical team meeting
- Education Team Meeting
- Present at AAACE

December 1998
- Continue student assessments and EMDR at Madison and Clark
- Admin/Eval/Clinical team meeting
- Education Team Meeting

January 1999
- Continue student assessments and EMDR at Madison and Clark
- Admin/Eval/Clinical team meeting
- Education Team Meeting

February 1999
- Continue student assessments and EMDR at Madison and Clark
- Begin Student assessments and EMDR at Pickaway
- Admin/Eval/Clinical team meeting
- Education Team Meeting

March 1999
- Continue student assessments at Pickaway
- Admin/Eval/Clinical team meeting

- Education Team Meeting
- Site Team Meeting
- Submit Interim Progress Report

April 1999

- Continue student assessments at Pickaway
- Admin/Eval/Clinical team meeting
- Education Team Meeting
- Present findings at OAACE

May 1999

- Continue student assessments and EMDR at Pickaway
- Admin/Eval/Clinical team meeting
- Education Team Meeting
- Present findings at COABE

June 1999

- Complete student assessments and EMDR at Pickaway
- Compile all data
- Admin/Eval/Clinical team meeting
- Education Team Meeting

July 1999

- Analyze data and begin final report
- Admin/Eval/Clinical team meeting
- Education Team Meeting

August 1999

- Complete data analysis and submit final report
- Final Administrative/Evaluation/Clinical Team Meeting
- Final Advisory Team Meeting
- Final Education Team Meeting

Product or Training Developed:

A training model is being developed for use with instructors and tutors. It is being tested in the field beginning November 1998.

Products are Available From:

Product information and training outlines are available from
The TLP Group
Laura Weisel, Ph.D.
PO Box 1235
Columbus, OH 43216-1235

Project Continuation and/or Future

Implications:

We hope to extend the project to its completion by August 1999.

Conclusions/ Recommendations:

Although the project has taken longer than originally planned, the pilot students were a necessary step to insure that the appropriate protocols were in place. It was imperative participants were safe and secure at all times, and that the collection of data was accurate and consistent.

Project Based Instruction and Methodology
Incorporating the SCANS Skills

Grant Recipient: Cleveland City Schools

Grant Allocation: $28,500.00

Project Period: October 27, 1997 – August 31, 1998

Project Director:
Dr. M. Judith Crocker
Cleveland ABLE Program
4600 Detroit Avenue – Room 169
Cleveland, OH 44102
(216) 631-2885

Purpose: The purpose of this project was to pilot test models of instruction that could be emulated and used by local ABLE programs statewide. As a foundation, the models used Project Based Instruction and methodology incorporating the SCANS skills.

Full day trainings were conducted in Columbus at the Ohio Department of Commerce, Division of Industrial Compliance, on December 3, 1997 and January 15, 1998. The initial training in December was a general overview and introduction to the project based learning concept. This training was delivered to identified members of the ABLE field, including the Resource Center Network. Participants were referred by their directors, the ABLE Regional Resource Centers, or self-referral. There were 56 participants at the December training. The January meeting was a follow-up training for those who indicated an interest in becoming skilled in the project based instruction approach or were selected as participants or peer facilitators. This training was designed to reinforce the skills and introduce a plan for a 6-8 week pilot project using project based instruction to teach the SCANS skills.

Pilot sites were identified and peer facilitators selected with regional representation being one criterion for pilot selections. The Project Coordinator and the Project Director provided project oversight. The ABLE Regional Resource Center Network and the State ABLE staff

assisted with peer facilitator selection as well as training evaluation and CEU's.

Each peer facilitator convened two regional meetings. Participants attending the OAACE conference in Cleveland attended an informal discussion session. A final meeting of all participants of the pilot project was held in Columbus at Delaware JVS on July 23, 1998.
As a result of this project, a series of Project Based lessons was designed. Teachers became familiar with and enthusiastic about using project based instruction to teach the SCANS skills as well as other skills. Students developed skills necessary for success, learned the importance of lifelong learning and the connection between education, life experiences, and the workplace.

The specific outcomes of this project are summarized below according to the proposed objectives.

Project Outcomes:

Objective 1 **Dec. 1997-Jan. 1998**
To conduct a General Overview and Introduction on SCANS skills using a Project Based Approach for 75-100 ABLE staff.

1A. An announcement, training overview, and participant expectations were developed and mailed to ABLE Directors and the Resource Centers along with registration forms. Fifty-six people responded and were sent a confirmation and packet containing pre-conference reading materials.

1B. A 4.5-hour training was held in Columbus. Upon completion of the training, an outline of next steps was distributed and participants were asked to volunteer to field test the approach or indicate an interest in being a peer facilitator. A survey was conducted and 32 participants indicated an interest in returning. For those interested, an interim assignment was distributed. All participants returning for the follow-up training in January were expected to complete the interim assignment and be prepared to share results. Evaluations were completed. The results indicated that participants were very pleased and eager to learn more.

Objective 2 **January, 1998**
To conduct a 4 hour follow-up training session and identify and establish pilot sites.

2A. Twenty registrations were received for the follow-up training held in Columbus in January. Reminder notices were sent to all registrants.

2B. A 4-hour training was conducted in Columbus with 18 participants and 4 State ABLE staff in attendance. All participants shared their results from their interim assignment in small group settings. Additional training activities were conducted to expand and reinforce skills. All participants completed an evaluation.

2C. Tasks were reviewed and expectations were outlined for pilot sites. Registration forms were distributed for pilot site and peer facilitator sign up. Twelve sites responded and from these responses three regions were defined. (No staff from the Northwest region was able to participate.) One training team member volunteered to facilitate the Northeast group. Peer facilitators for the other two regions were identified with assistance from the Regional Resource Centers.

2D. A follow-up mailing was sent to participants listing regional sites and the participants, as well as supportive materials. Peer facilitators convened at least two meetings in their region and scheduled at least one site visit. Peer facilitators, as well as teachers, maintained logs and journals to document activities and record observations.

Objective 3 **Feb-May, 1998**
The Project Coordinator or a training team member will meet with each pilot team once during the pilot phase to provide technical assistance and monitor implementation.

3A. April 30, 1998, MaryCatherine Topp visited Region III. One May 22, 1998 Judith Crocker visited Region I and MaryCatherine Topp visited Region II. An interview protocol was developed to guide data gathering. Discussions about the project and process occurred, teacher/peer facilitator journals

were discussed and samples of lessons and student's work were reviewed.

3B. Attachment H is a summary report of regional meetings.

Objective 4 **July, 1998**
Conduct final meeting of teachers and peer facilitators to complete project.

4A. A survey was taken to find dates that would be best for a final meeting. July 23, 1998 was chosen and a notice was mailed to all participants. Eight responded positively. (The remaining participants sent packets of materials.) Participants were instructed to bring journals, logs, lesson plans, work samples etc. to discuss with others. An agenda was developed. The final meeting was held at Delaware JVS. The group shared experiences through a series of questions asked of each participant and a report was compiled.

Data from pilot sites was collected. Participants responded to an evaluation survey, made recommendations for next steps and completed final paperwork.

Objective 5 **Aug. – Sept., 1998**
Completion of final report

5A. All data and materials used in this grant were gathered and included in a report. Progress and success was evaluated based on participants' input and evaluation forms. Next steps and changes needed for continued success have been recommended.

Impact: The impact of this project is as follows:

1. Based on evaluations compiled, the instructors and facilitators who participated were enlightened, energized, enthusiastic, and convinced of the value of project based instruction especially for incorporating the SCANS skills into the ABLE classroom. They will continue to work toward developing lessons and units that utilize this

approach and will continue to use them in their classes. More teachers are becoming involved and trying these strategies.

2. Based on the reports of the teachers participating, the students were empowered through this process. They felt ownership of their learning. Through projects they discovered talents they never realized they possessed (transition skills) and they demonstrated abilities they could use in other areas of their lives. Students became more employable.

Product or Training Developed:

1. A training packet has been developed as a guideline for experienced project based teachers to train fellow teachers.
2. A packet of lessons as well as examples of projects and student's work has been compiled as a resource tool.

Products are Available From:

Cleveland Municipal School District
Adult & Continuing Education
Attn: MaryCatherine Topp
4600 Detroit Ave., Room 169
Cleveland, OH 44102

Project Continuation And/or Future Implications:

Teachers who participated in the program plan to continue to use these strategies. Cleveland ABLE Program continues to use the Project Based approach in individual classrooms as well as in the SCANS Employability Skills Program and plans to offer trainings and support to other teachers in the region.

Adult Education is directly linked to the workplace. With the Equipped for the Future initiative, it is clear we must find creative, "client" centered approaches to incorporate technological skills as well as soft skills into our education delivery model. Project Based Instruction incorporating SCANS skills does this. Efforts to continue fostering this approach are imperative. Staff is available to provide training to groups of teachers wishing to learn Project Based Instruction.

Conclusions/ Recommendations:

It was our original plan to do intensive training with a core group of teachers across the state who could then train other teachers in their region (with support from the original training team as needed.) We still believe this is the best approach and we feel that this approach would encourage many more participants at the trainee level.

The participants in this project saw opportunities for teachers to share experiences and support one another as new approaches in ABLE are attempted, as very necessary. Participants felt a need for more training opportunities where ongoing, continued training and support are provided.

Perhaps an effort could be made in the upcoming year to compile a list of teachers using alternative methods to incorporate necessary work skills into the ABLE setting. From this list, support groups could be formed in each region. A central coordinator could compile data as to the activity in each region as well as generate samples of lessons, projects, and ideas for non-participating teachers to try in their classrooms. E-mail, fax, and on-line action research would make this process fairly efficient. Many sites are likely doing various activities related to EFF, which obviously is linked to SCANS, and it would be unfortunate for these valuable resources to go unused by others.

Adult Literacy Planning and Coordination Grants

Grant Recipient: The Ashtabula County District Library

Grant Allocation: $16,724.00

Project Period: September 1, 1997 – August 31, 1998

Project Director: Emily Chismar
3431 W. 13th St.
Ashtabula, Ohio 44004
(440) 964-7443

Purpose: The Ashtabula County Literacy Coalition continues to operate a full time literacy office to ..improve, expand, and coordinate services to meet the literacy needs of Ashtabula County, its mission statement. Grant funds help to pay a full time coordinator. The Coalitions support a family literacy project, fosters inter-agency relationships and partnerships, supports staff development, provides tutor training and tutor enrichment activities, sponsors PR events, and supports the activities of the Common Good Linkage Team which has expanded into the Northeast Ohio One-Stop System.

Project Outcomes: The Literacy Office is the center of the Coalition's efforts to promote life-long learning and workforce development. Callers are directed to the program best suited to their needs: LVA one-on-one tutoring, ABLE classes, enrollment in Kent Ashtabula or another institution of higher education, Vocational Education training, and JTPA services. Family literacy programs, speaking engagements, and media events are arranged. Tutor training, tutor-student matches, tutor in-services, student assessments/evaluations, and dispersal of new readers' materials are all done through the Literacy Office. LVA tutors may opt to work with ABLE students within the classroom setting. Several OWF clients earn their work hours by classroom tutoring after participation in the LVA tutor training.

The Literacy Coalition is an integral part of the educational and economic development programs in Ashtabula County. The Coalition is a founding member of the Common Linkage Team, which meets monthly and continues to

work as an integrated unit. The Coalition, formulated in 1989, actually laid the groundwork for this cooperative venture.

The Common Good Linkage Team has now expanded and evolved into the Northeast Ohio One-Stop System which has created the blueprint that enables all members to electronically link with one another to share services and information. The system allows both staff and participants to conduct more efficient job search and job development procedures within a four- county area-Ashtabula, Trumbull, Mahoning, and Columbiana. In Ashtabula County there are monthly staff development sessions for front line workers instructing them in the implementation of the system and keeping them updated as to how to best direct those seeking their assistance. An Internet web page has also been developed. It provides a site that allows users to access information, and, in some cases, actually apply for services from any of the partner agencies.

Impact:

Literacy Volunteers of America-Ashtabula's quarterly Basic Reading Workshops netted the program thirty-five tutors. About half chose to work within the ABLE classrooms. LVA tutors served a total of 93 students during the year, 53 male and 40 female. Some were tutored one-on-one in one of the eight county libraries.

The Family Literacy program, "Shared Book," continues to be a part of the Coalition's agenda with many presentations being given to Kindergarten, library story hour, and Head Start parent groups as well as ABLE participants. A packet of materials including a child's book and ideas for various related activities is given to each parent or caregiver in attendance.

Additional Highlights:

- Ashtabula Co. ABLE programs served 1,774 students
- Over 200 students earned their GED Diploma
- LVA/Ashtabula served nearly 100 adult reading students
- LVA workshops netted 32 newly trained tutors
- Co-op Marketing Program was initiated throughout four counties
- Information & Assessment sessions, Family Literacy sessions, WEBS and ESL classes were provided on-site

at the Head Start child & Family Development Center and at the Rural Opportunities, Inc. site in Geneva.

- On-site Information & Orientation sessions were held at AMHA Community Resource Center/Ashtabula; Transition Center/OBES and Learn to Earn/JTPA
- Annual Social Services Forum and our Community Awards Breakfast were held FY98
- United Way continued to fund LVA
- Workplace Education programs were conducted at Wayne Dalton Plastics, General Aluminum and ACJVS/EMT. Workplace services also continued at Brown Memorial Hospital and Bailey Transportation Products, Inc.
- Workforce Development & Basic Skills/WEBS was implemented at ALL ABLE sites
- ABLE/Ohio Works First partnership continued through Ashtabula County Department of Human Services
- WREO/WFUN's Ashtabula County Day@the Jake/Cleveland Indians Game netted over $4,000 for the Coalition (WREO/WFUN continued PSA's and literacy promos)
- Scholarship Program awarded five Adult Student Scholarships
- Scholarship Program also awarded two $100 Book Scholarships@KSUAC
- Newspapers in Education/NIE Program continued sponsorship of the Star Beacon & "Tee Off" for Literacy Event
- ABLE honored 1998 Community Partners
- Coalition supported: Family-A-Fair/OSU Extension Services; Young Authors Program/Ashtabula County Health Department; Mary Chatman Center Minority Scholarship Program; Ashtabula Area Chamber of Commerce; Growth Partnership "Best of the County" Awards Banquet; ABLE Incentives and VCR/Video Resources; Kent State University Multicultural Series; OAACE Scholarship & Memorial Funds
- Coalition Representatives attended OLN Annual Meeting; Penn-Ohio Planning Seminar; OAACE State Conference/Columbus; AAACE National Conference Cincinnati, OH; LVA National Conference/Charlotte, NC
- Served on OAACE Board of Directors and hosted events at the 1997 International AAACE Conference in Cincinnati.

- CBOSS (designed www page for NE Ohio One-Stop System) was named "Outstanding Contributor/NE Ohio" by the OAACE
- Coalition representatives continued work with Children & Family First Cross -Training, ACT 2000 Education Committee, LEADERship Ashtabula Co., and collaborated with OBES, JTPA, ABLE, LVA. DHS/OWF, ACJVS, and KSUAC to continue Common Good Linkage Team activities and the NE Ohio One-Stop System

Product or Training Developed:

The Northeast Ohio One-Stop System has been developed and is allowing clients to access information concerning local labor markets, employment opportunities, training and educational programs, hiring requirements, job referrals, and contact information. Numerous training sessions for staff have taken place and will continue to occur as those working directly with clients are given hands on experience in assisting persons seeking information and referrals.

Products are Available From:

Information is available from The Ashtabula County Literacy Coalition.

Project Continuation And/or Future Implications:

The Ashtabula Co. Literacy Coalition is an integral part of the educational and economic development programs in Ashtabula County. The Common Good Linkage Team gave structure to what had already been established by the Coalition. The One-Stop is in place at numerous sites throughout the county: JTPA, OBES, DHS, ABLE, KSUAC, Growth Partnership Association, Family and Children First, Goodwill, and the JVS. Everything and everybody are available to help residents receive training for, obtain, and keep employment that best utilizes their full potential. Every effort must continue to be made to enable Ashtabula Co. to further develop economically, for the good of all.

Conclusions/ Recommendations:

The Literacy Coordinator and the Office are continually striving to provide more comprehensive services to a greater number of adults. Each person served individually directed to the best program for his/her particular needs.

The Coalition is in collaboration with most social service agencies, the newspaper, four county radio stations, eight county libraries, the Chamber of Commerce, AMHA, OSU Extension, all county school districts, and many businesses. PR is and will continue to be a major function of the Coordinator.

The Literacy Office is on-line and is kept current as to legislative issues and updates. In addition the Coordinator and the Chairperson have serviced on the OAACE Board, are members of AAACE, COABE, OLN, and attend the annual conferences of these associations. The Coalition Chair has played an important role in the implementation of the One-Stop System.

Grant Recipient: Canton City Schools

Grant Allocation: $16,724.00

Project Period: September 29, 1997-August 31, 1998

Project Director:

Jane J. Meyer
Canton City Schools
618 Second St. N.W.
Canton, Ohio 44703
(330) 588-2148

Purpose:

1. Hired Martha Hyland as ABLE Career Development Specialist.
2. Provided 10-hour career assessment using Velpar 2000, COPES, CAPS, COPS, and CABE. Assessment was done by CCS Adult Vocational Education and funded partially by SCDHS. Individual Career Plans were initiated for each participant. Staff and all qualifying students attended. This has given direction to the development of Individual Career Plans. We have learned a lot about career assessment and will make more changes for next year.
3. OCIS and other workforce development materials were purchased and used in the pilot classes.
4. We have organized working woman mentors for each student. The mentors attended an initial luncheon to find out about the program and their role as mentor. In January they attended luncheons in the classrooms and met their students. February through May they took student to lunch once a month to provide motivation, networking, and to discuss work, balancing work and family, and breaking barriers to work.
5. Conducted job-shadowing experience. This year we expanded the program to include four different shadowing sites. The students shadowed for seven weeks, one morning a week. We developed learning activities to prepare the students for the shadowing and also follow-up activities for debriefing. The shadowing was highly integrated with the curriculum.
6. Developed learning activities that facilitated the development of basic skills (as defined in Equipped for the Future) in the context of the three roles, worker, citizen, and parent; and promoted the transfer of skills from one role to another.

7. Provided drivers training for 9 students, all of whom got their drivers licenses.
8. Designed and implemented a system of career passports including a competency list based on evidence collected in the portfolios.
9. Career development survey was developed and implemented.
10. Presentation on workforce development were created and offered at the 1997 Ohio ECE/Family Literacy Conference, AAACE, the Spring ABLE Directors' meeting, and the 1998 National Family Literacy Conference.
11. Staff for the pilot attended a 2 day workforce development training by JIST, a five day training at NCFL on workforce development within family literacy program, a 10 hour career assessment training, and a 2 day EFF workshop focused on the development of the career passport as a way to document EFF skill development.

Project Outcomes:

1. Objective 1.0: A model has been developed for integrating a career development component into a family literacy program. The model is based on existing community and school district resources and the EFF framework. Many of the concepts will be transferable to any ABLE class. Year 3 of the pilot will focus on implementing career development in a GED learning lab setting.
2. Objective 2.0: Ninety-five Even Start parent students participated in the year 2 pilot, including career assessment, development of ICP, job shadowing, job mentoring, and classroom activities designed to facilitate career exploration and workforce development. Thirty-one students graduated and received a career passport.
3. Objective 3.0: The year 1 pilot was evaluated and changes were made for the year 2 pilot. The evaluation analysis in included in the full report.
4. Objective 4.0: The model was shared at an Ohio ABLE directors' meeting, the 1997 AAACE conference and the 1998 National Family Literacy Conference. This fall the program will be presented the Ohio Early Childhood Education Conference and the 1998 AAACE Conference. In addition, this career development component has received a lot of statewide and national attention. We have developed a file of

information to send in response to requests, which come most every day. Some of these information papers are enclosed in the full report.

Impact:

1. See attachment A in the full report for a summary of the impact this program had on the students in the year 2 pilot.
2. This special demonstration grant had a far greater impact than we planned! It allowed us to spend time and money exploring a topic, which became crucial to our program. As a result, Canton's Even Start was recognized by the National Center for Family Literacy as one of five exemplary programs in the nation using family literacy to move families from welfare to work. This recognition and the $25,000 grant that came with it allowed us to continue to explore new ideas and to promote the concept of family literacy as a vehicle for welfare reform. The National Institute for Literacy also recognized Canton Even Start as one of eight exemplary adult basic education programs in the nation in dealing with workforce development.
3. This project has impacted staff in a positive way. This pilot gave us the time and money to dream and grow. We thought outside the box and cam up with something that really works. Teachers really pulled together and took risks, supporting each other to accomplish the goal. They feel like they are really teaching what matters. We don't just do something because it has always been done; we look at options and decide what is best.
4. Although the pilot is being conducted in our family literacy classes it has impacted our entire ABLE program with new ideas, new teaching strategies, and new materials. We have strengthened our relationship with DHS and the business community. In year 3 of the pilot we plan to integrate what we learned into our GED learning lab.

Product or Training Developed:

Attachment B in the full report contains a copy of the papers we developed and are sending out in response to requests for information on the program. We also have developed several presentations on workforce development topics, which we are happy to continue to share.

Products are Available From: Project director listed above

Project Continuation And/or Future Implications: The project will continue and expand. The further we got into the pilot the more questions were identified. We have begun working more closely with the School to Work project, One Stop, Common Good, and are focusing on more involvement from community businesses. These relationships take time to nurture and we appreciate the opportunity. We will also be working closely with the other family literacy programs selected for the NCFL pilot and will have a chance to share our ideas and learn from them. Much of what we have done has great implications for EFF and we are sharing ideas and serving as a pilot site for the development of the standards.

Conclusions/ Recommendations: This project has been a lot of work, but it has benefited our program immensely! We found that many of the things we had been doing were on the right track, but needed refining and expanding. We don't need to throw out everything we were doing; we needed to rethink how we do it and what we do. Learning activities must be authentic and functional in nature and must be integrated, teaching to a number of skills at once. Students must routinely work with teachers, peers, and community members and learn to plan and negotiate activities. Staff must adapt to the idea that more than one solution may be viable and the teacher may not have it. Learners must spend time reflecting on what skills they use to plan, execute, and evaluate tasks. We need to develop new ways to measure and document progress. We learned that workforce development activities are most effective when they are planned as a part of the whole picture and not a separate add on.

Additional Comments: Thank you for this opportunity. When we began the project I never dreamed how important it would become to our program and to the development of both ABLE and family literacy. I think we have something major to contribute to the field of adult literacy.

Grant Recipient: Clark County Literacy Coalition

Grant Allocation: $22,875.00

Project Period: September 1, 1997-August 31, 1998

Project Director: Marsha Randall
137 E. High Street
Springfield, OH 45502
(937) 323-8617

Purpose:

A. Strengthen and expand the recruitment, training, certification, and retention of volunteers who teach English reading, writing, listening and speaking skills in one-on-one or small group, to increase the effectiveness of ABLE services and to improve the functional literacy of adults in Clark County.

B. Facilitate cross-training of staff from local agencies to address skill-building needs for improving services without duplication, for sharing information, for assessing clients, for providing instruction and for using technology. Those involved included: ABLE Provider agencies, the Social Agency Linkage Team (SALT), Family Service Agency, Neighborhood Associations, Department if Human Services, and other related agencies.

C. Increase public awareness and fund development for the CCLC for the purpose of expanding, enhancing, and integrating adult basic and literacy education with the new strategies of welfare reform, family education and workforce development.

Project Outcomes:

A. Goal 1: 30 new tutors were certified bringing the total average of active tutors for the year to 75. Two new trainers have been recruited; one trainer has been certified, and one trainer has received her supervisor certification. Two members of the training team have been certified in Power Path and have attended ESL training in Dayton. Several tutor in-service workshops have been held during the year; computer comfort, Power Path, Reading Academy, and Color and Music. Six issues of the *Partners in Literacy* newsletters were mailed to more than 500 community members. Four issues of the student newsletter *Great Accomplishments* were printed. One newsletter

targeted more than 600 businesses, and one newsletter was targeted to the faith community.

B. Goal 2: Several informal information sessions were held throughout the year for purposes of understanding, preventing duplication of services, etc. ABLE Providers of direct services met bi-monthly to encourage planning and coordination of activities, training, in-service workshops and referral information. Recognition of tutors, adult students, and ABLE Providers was done during National Literacy Month. More than 70 were in attendance for the event. The One Stop computer was installed in Feb. to allow students to write resumes and to do job search on the Internet through OhioNet.

C. Goal 3: National Literacy Month has been a community public awareness month in Clark County. Banners are displayed in the downtown area, and 5 billboards advertise free services through the Coalition. Newspaper articles highlight students, tutors, and ABLE Providers. The staff does speaking engagements at clubs and organizations, visits to Head Start, PACT, food distribution sites, and other agencies dispersing information about coalition Services. We collect "gently" used children's books for distribution at the holiday basket registration, collecting 3500 new and used books. We held two fund raising events: "The Literacy Classic" ($5000), and "Share the Gift" ($6800)

Impact:

Our recognition in the community has greatly increased. Fund raising events are more successful each year. One prominent citizen donated $40,000 to be used for computers in our downtown center. Service Clubs ask for speakers from the Coalition regularly. We are invited to provide a session for Social Services 101 each spring and fall. More than 3,800 volunteer hours were dedicated to the Coalition in tutoring or other related endeavors. Two trainers have begun and one was certified. The director and one ABLE provider have been in training to implement the Power Path assessment throughout the curriculum. Progress of students, volunteer time and donor information is tracked on Literacy Pro. Five student computers and learning software from the Academy of Reading allow student to work on specific phonics exercises assigned by tutors. Business for Literacy has targeted 400 businesses in our community inviting them to provide free information

about the Coalition to their customers and employees. Two hundred and fifty businesses participated.

Product or Training Developed:

The new outline for tutor training is available, including additional sessions for computer information, ESL information, small group instruction and the *Academy of Reading*. All student, business, tutor or school/church newsletters and *Business for Literacy* formats are available.

Products are Available From:

The Clark County Literacy Coalition, 137 E. High Street, Springfield, OH 45502.

Project Continuation And/or Future Implications:

Many of the activities of this grant will remain in place following the grant period because they have been so successful. Printers have donated services for the newsletter and Business for Literacy. Analyses of training and workshops each month provide an ongoing evaluation and valuable platform for discussion, creativity, and new ideas. Staff and volunteers, the advisory group, and students work as a team toward making this a successful program. Hopefully it will continue to grow.

Conclusions/ Recommendations:

The Clark County Literacy Coalition has been strengthened as a result of this grant. We continue to provide essential basic literacy services to the county. Everyone in the community benefits when social service agencies and ABLE providers collaborate. The cooperative leadership that exists among ABLE providers' in our community is to residents, particularly to adult students. It is recommended that the state continue to fund such efforts.

Additional Comments:

As the new millennium draws closer, adequate skills will be needed by adults operating as citizens, workers, and parents to meet the challenges of everyday life. The Coalition will continue expanding services, coordinating county efforts, building corporate awareness, and recruiting adult students and volunteers to meet these challenges. We commend the Department of Education for recognizing and supporting the planning and coordination of ABLE programs.

Grant Recipient: Gallia-Jackson-Vinton JVSD

Grant Allocation: $11,700.

Project Period: September 1, 1997 – August 31, 1998

Project Director: Michael McPherson/Lili Roush
P.O. Box 157
Rio Grande, OH 45674
740-245-5334

Purpose: The purpose of this grant was to facilitate capacity building and improved integrated planning initiatives, activities and services of adult literacy providers and other related local service providers, including those related to workforce development, family education, and welfare reform. The Gallia, Jackson, Meigs and Vinton County Planning and Coordination Team continues to meet on the first Tuesday of every month, and averages 17 agency representatives in attendance each month. The members are committed to identifying and providing services to those in need in our four county area.

Gallia-Jackson-Vinton JVSD staff, Lili M. Roush, Adult Basic Education Coordinator, Michael McPherson, Transition Coordinator and Dorna Smith, Adult Supervisor collaborate in overseeing this project. No funds are spent for their efforts. Clerical support is the only paid staff. Duties include typing the newsletter, compiling the information and updates for reports, Resource Guides and etc.

One of the most beneficial and exciting meetings was the March meeting. This particular meeting was designed to present the services of a variety of agencies in a different way. We felt that to have each agency representative get up and explain their services would be repetitive for some people, and not meaningful, or even boring for others.

It was decided that we would create a scenario of a family in need, present the scenario to the group, and ask how each agency could serve this family. A mannequin was dressed and set before the group and was addressed in first person as to her and her family's various needs. A facilitator who was knowledgeable of the various agencies guided the discussions, adding information regarding other

available services from agencies, which were not present on this day.

Thirty-nine representatives attended, and good interaction resulted, with participants freely asking clarifying questions. Each agency was asked to bring a "Fact" sheet regarding their services. These sheets were combined into a notebook for each participant and distributed at the end of the day.

In meeting the goals of the grant, the following activities were beneficial:

- In inviting participants for the March Service Provider fair, approximately 63 letters of invitation were distributed to support agencies and county commissioners in the four county area.
- In May, a newsletter, *The Link* was published and distributed to all agency members, general community, and county commissioners. Fifteen agencies published articles regarding their services in this publication.
- A Resource Directory for each county was updated and published, with the Linkage members collaborating on updating the information.
- Thirty-one hours of computer training was provided through collaboration of One-Stop services for Linkage members.
- Telephone and Internet costs are provided through this grant that further promotes collaboration and the referral network system.

Project Outcomes:

- A committee of Linkage members formed a Marketing Team that takes agency fact sheets or brochures to small and large employers in the four counties, providing them with employer-related-information.
- A common intake form was further refined to facilitate improving communications among provider and clients.
- Facilitated employment opportunities for mutual clients through volunteer and paid positions.
- Established collaborative efforts in applying and administering grants for services that address barriers to employment and training.
- Collaborated to better serve displaced workers when an area plant shutdowns. Training, counseling, and placement services were provided to these workers in an efficient and timely manner.

- Various Planning and Coordination members spoke to ABLE centers in the four county area.

Impact:

- Twelve agencies originated the Planning and Coordination Team. Depending upon their need and area of focus at the time, we have had as many as thirty-nine agency representatives at any given time.
- Sub committees have resulted in numerous outreach activities that have provided more employment, training, and support opportunities for county residents.
- Familiarity between agencies and staff have facilitated timely support and services for clients.

Product or Training Developed:

- Computer training (Windows 95; Excel; Access, PowerPoint, PageMaker and Desktop Publishing)
- Resource Guide for each of the four counties
- "Fact Sheet" Booklet representing 21 agencies.
- Newsletter "The Link"
- Two provider fairs

Products are Available From:

Lili Roush
Gallia-Jackson-Vinton JVSD
P.O. Box 157
Rio Grande, OH 45674
Ph: 740-245-5334
FAX: 740-245-9465

Project Continuation and/or Future Implications:

The project will continue to work diligently to ensure the continued operation of this group project. Other funding sources will be utilized when available and appropriate.

Conclusions/ Recommendations:

This funding has been a valuable asset to our four county Appalachian rural area, enabling us to maintain a forum that allows service providers to communicate in a meaningful way, maximizing services.

Grant Recipient: Literacy Network of Greater Cincinnati

Grant Allocation: $17,874.00

Project Period: September 1, 1997 – August 31, 1998

Project Director: Ms. Nona Stricker Rhodes
635 W. 7th Street, Suite 103
Cincinnati, OH 45203
(513) 621-7323

Purpose: The Information and Referral Coordinator continued to work toward improvement of tutor/student referral. The I&R Coordinator position changed staff during the reporting period as follows:
Brandon Welch resigned January 29th, 1998
Stephanie Graves – January 30th to present
The I&R Coordinator worked closely with the tutor training coordinator, Julie Zennie. The Executive Director is Nona Rhodes. Also assisting with activities are members of the board and service providers. The board meets monthly and the service providers meet bi-monthly to review progress.

An important function of the I&R Hotline is to provide one location where callers may get information about all of the service providers in the area. If they wish to tutor, volunteer or be tutored they are linked with a provider program. Additionally, the I&R Coordinator plays a key role in bringing the providers together every two months to network and plan. At these meetings providers share information about their activities, make requests for assistance and hear a presenter of their choosing on a relevant topic. This is the only forum whereby all literacy providers in the area may come together. All clerical support, scheduling of meetings, finding space, sending reminders, membership records, speakers and communications are handled by Network staff, primarily the I&R Coordinator.

The I&R Coordinator is also active in advocacy at the local, state and national levels \. The Network joined other coalitions to aggressively work for passage of legislation to benefit adult education, resulting in a significant monetary increase to providers. The Network has successfully worked to bring public attention to the issue of adult education through radio, TV, print media and community events.

The Network obtained in kind support of rent, promotion, accounting/auditing, furnishings, teaching staff, and events in order to run its programs on a very small budget. Funds were diverted from other staffing to cover cost of I&R not covered by the ODE grant.

Project Outcomes:

The ODE project's Goal 1 was to strengthen joint planning and coordination among local literacy providers. (Since most of the project's "collaboration team" members are board members or providers, their input was obtained at regular and special meetings.)
The project continued to implement the following team recommendations:

Contact churches: The Network distributed over 30,000 bookmarks to local churches to recruit tutors and learners. Staff, Board and Providers worked together on delivery.

Inventory Provider Needs: Providers met with staff bimonthly and were contacted by written communication on a twice-monthly average. Telephone communication continued on a regular basis. An up-to-date list of provider needs was maintained.

Media promotion: The I&R Hotline number was published in 10 articles in the newspaper as well as weekly and monthly bulletins. PSA's on TV by Doug Pelfrey, Cincinnati Bengal, ran in 1997, totaling over 200 broadcasts.

Communication: Minutes of provider meetings, September, November, January, March, May and July were disseminated by the I&R Coordinator to the Board and vice versa.

Evaluation: A Needs Assessment Survey (attached) was conducted and sent to the provider members asking for their input concerning their tutoring needs.

As a result of a survey given to trained tutors (attached), an ESL workshop was held June 27th with an attendance of 19 students.

The Network hoped to increase cooperation among providers through its Corporate Spelling Bee. Providers were encouraged to recruit new teams and receive the $600 fee. $4,800.00 was given to providers.

The Network brought together teachers, directors, tutors, business leaders, students and their families at the October 30th Awards Luncheon. Providers participated by

nominating exemplary students. The Network obtained underwriting for literacy guests to attend free of charge. 400 were in attendance.

The Urban Appalachian Council has been represented at most provider and board meetings by Bonnie Hood and Debbie Holmes.

Goal II (assist literacy providers to identify unmet needs) was accomplished through regular meetings and discussions.

Providers met every two months to share ideas and network. The I&R Coordinator served as the liaison to the providers. The need of special LD classes was met through the continued offering of adult and children's dyslexia classes. The children's dyslexia class is scheduled to begin September 21, 1998 with 16 children in attendance. The Network continued to collaborate with Butler, Clermont/Brown County providers on the adult dyslexia project. The project has brought increased interest and cooperation among providers.

The adult dyslexia class continued to grow with screenings in August, December, February and March. Of the 28 persons screened 14 students qualified for the Level I class, which begins September 22, 1998. 10 students started and 5 completed in the Level II class. Level II class reported that the class completed the book Robin Hood (Modern Illustrated Classics) and for most of the class, it was the first time they had ever finished reading a book.

The Children's Dyslexia Program held two screenings in July and August 1998. Of the 42 children screened, 16 were accepted into two after school classes beginning September 21, 1998.

The Network collaborated with Time Warner Cable to again provide "Time to Read" training sessions and materials to meet the need for comprehension and reading enhancement in 17 sites serving over 100 learners. The program is offered at no cost to the providers.

The I&R coordinator visited programs to better assess the needs and delivered books for their use.

The Network hosted booths at community events and made presentations to recruit volunteers, as well as utilizing media outlets

September 8th was International Literacy Day and was celebrated on Fountain Square with staff and volunteers

participating. September 18th was Community Leaders Conference (Cinergy Fair) and September 23rd was the Celebrity Spelling Bee. On September 27 Nona and Brandon manned a booth at the Delta Volunteer Fair. Brandon attended the Barnes & Noble bookstore's read for children "Feed the Hungry" campaign on October 23rd. December 4th was the Cincinnati Rotary 1997 Trade Fair. On January 28th, The Literacy Network, with Hillshire Kahn's distributed over 28,000 books to area schools. February 2nd Stephanie participated in the "Incredible Reading Rally" to make school children aware of adult illiteracy. Stephanie also attended a United Way Volunteer Board Fair February 10th, a reception for The National Conference of Christians and Jews on February 19th and made a presentation at a Consumer Network Program on February 20th. She participated by manning a booth at the United Way & Community Chest Volunteer Board Fair on February 18th. She manned a booth at a volunteer recruitment program at the Northern Hills Synagogue on February 22nd. In March Stephanie and Estel Sizemore made a presentation at Princeton High School to the CASLA Librarian's organization. On March 18th Stephanie manned a booth at the Enchanted Words Book Fair in Northern Kentucky. On May 20th Stephanie attended a Community Advisory panel for the Cincinnati Metropolitan Housing Authority. On June 27th a volunteer from the Literacy Network attended a book signing at Joseph Beth Books. From every *City-Smart Guidebook: Cincinnati* book that was sold, $1.00 was donated to the Literacy Network. Stephanie manned a booth July 8th at the Hillshire Farm and Kahn's Health Fair. On August 1st Stephanie manned a booth at Northern Kentucky University's LearnFest '98 education fair. Volunteer Service Day on Fountain Square was August 18th, with Stephanie manning a booth at that time. On Wednesday, August 19th Stephanie and Estel Sizemore had a booth at the Continuing Education Day on the Square.

The Network held monthly tutor training sessions with the exception of December and August. Each session is 12 hours and covers the basic tutoring overview.

Sharing of practices at bi-monthly Provider meetings brought a spirit of cooperation.

The Network raised funds to begin a Children's Dyslexia class, which is scheduled to begin September 21, 1998, with 16 students in attendance.

Goal III (Conduct a variety of activities on an identified need basis) was met through the efforts of the I&R Coordinator, tutor training, director and board.

To reach out to churches, 30,000 literacy bookmarks were delivered (sample enclosed to local churches. The board and providers worked with the staff to accomplish this task.

During February and March the Network joined Time Warner Cable for a media blitz using a PSA produced by Time Warner to recruit tutors and learners and to raise money for the Network. The Network received $3.00 for each new cable installation, netting the Network $15,000.

The "Celebrity Spelling Bee" was again launched to call attention to literacy, in conjunction with Scripps Howard. On air TV and radio personalities fielded teams in competition on November 12. All TV stations covered the event.

On January 28th, The Network, along with Hillshire Farm and Kahn's distributed 28,000 books to area schools. The books, Charlotte's Web, Sarah, Plain and Tall and Sounder were distributed in Hamilton, Butler, Clermont/Brown and Campbell Counties.

On the issue of advocacy, the Network office disseminated legislative action alerts to over 80 literacy providers, board members and staff. The Network responded to alerts from OLN and ODE as well as national communications.

The Network, through the Cincinnati Post made over 3,000 books available to providers during the year. They are utilized in various ways in the programs.

Nona Stricker Rhodes serves on the Advisory Board of the Southwest Resource Center and the I&R Coordinator generally attended meetings as well during the year.

In June 1998 the Network hosted a meeting with Sharon Darling of the National Center for Family Literacy, through Toyota. Toyota is deciding where to fund Family Literacy Programs in Cincinnati and through this meeting, The Network is eligible for consideration.

The Network has collaborated with Half Price Books to recruit tutors whereby they encourage staff and customers to tutor to earn discounts. They also display Network literature with the Hotline number in the stores.

Impact:

The Literacy Network's Hotline service has served 306 prospective students from September 1, 1997 to August 31, 1998.
446 new volunteers received general information about adult literacy and tutoring opportunities from September 1, 1997 through August 31, 1998.

The Literacy Line program directory was completely updated and the format changed during the beginning of 1998. Over 100 programs were surveyed to get the most updated program listing of all literacy programs in Greater Cincinnati.

The Network facilitated two public service announcements featuring Cincinnati Bengal Doug Pelfrey. The PSA was broadcast over 100 times on 14 cable stations. The Announcements resulted in increased tutor and student calls.

The Network maintained a weekly listing in the Cincinnati Enquirer Volunteer section at no cost. The ad has attracted roughly 25% of all new volunteers.

The Network distributed over 3,000 books over the last year to various literacy programs and individuals involved with literacy. It resulted in an increase of tools for providers to boost motivation and interest of learners and volunteers.

Tutor training sessions were held in September, November, January 1998, February, March, May, June, and July. 88 volunteer tutors were trained.

The Network's annual recognition event attracted over 400 students, teachers and others. It served as an inspiration and motivation to all.

The Network offered four opportunities to providers to send students to be screened for dyslexia. Over 28 students were screened. Enough students were found to be eligible for the Texas Scottish Rite program offered by the Network to fill two classes.

Product or Training Developed:

1. Course outline and handouts for a basic 12-hour tutor training workshop.
2. Monitor training manual for use with the Scottish Rite Dyslexia Reading Program.

3. Complimentary materials for student use in the Texas Scottish Rite Dyslexia Reading Program.
4. The dyslexia consultant trained volunteers who then served as monitors throughout the biweekly classes.
5. Corporate Spelling Bee Information Packet
6. Word-In-Worship Weekend Information Packet
7. The Literacy Line program directory allow communication and cross referrals for all literacy programs, student and tutor use, and other community service agencies. Over 500 Literacy Lines were distributed from September 1997 to August 1998.
8. Time to Read Training – The Network offered two days of training in the Time to Read Program. 33 tutors were trained throughout the course of the two workshops.

Products are Available From:

Literacy Network of Greater Cincinnati
635 W. 7th Street
19 Broadcast Plaza
Suite 103
Cincinnati, OH 45203

Project Continuation and/or Future Implications:

Staff will continue to serve the providers and community as described in this report. Two new dyslexia classes are anticipated to be filled and are slated to begin in 1998. Staff will continue toward adding children's dyslexia classes in 1999. The I&R Coordinator will continue aggressive follow up on tutors to increase placement ratio. The I&R Coordinator will work with the Department of Education and the Ohio Literacy Resource Center to utilize technology for more efficient tracking of referrals. New computers were purchased and will improve the efficiency of the project in the next grant year. We have utilized the services of a volunteer computer consultant on an ongoing basis.

Conclusions/ Recommendations:

Continue to support the operation of the LNGC office. The Network will continue the coordinating and unifying activities through regular communication and service to the literacy providers; promotion of literacy in the community and will continue to serve the unmet needs such as dyslexia.

Additional Comments:

The Network reaps many benefits from being a part of the ODE grants. We are grateful for the assistance we receive from the Southwest Resource Center, the OLRC and OLN as well as the many networking and training opportunities offered.

The Network is the only agency that pulls together a broad variety of diverse groups to impact literacy. Requests for various assistance from the population and providers increase every year. The Network also serves as a contact center for national literacy and adult education organizations.

The Network plans to open a children's dyslexia class September 21, 1998 in free space obtained from the Urban League. The Network is holding one of its adult dyslexia classes at the Nativity Center (a Network provider member). Another adult class is being held in donated space in the Network's office building.

The Executive Director continues to serve on the Executive Committee of the Board of the National Alliance of Urban Alliance Coalitions (NAULC)

Grant Recipient: Maplewood Area Joint Vocational School

Grant Allocation: $16,727.00

Project Period: September 1, 1997-August 31, 1998

Project Director: Helen Jane Wilson
7075 St. Rt. 88
Ravenna, Ohio 44266
(330) 296-2892 or (330) 297-4418

Purpose: The overall purpose of the project is to further build the capacity of the Portage County Literacy Coalition (PCLC) through continuing integrated planning and coordination, integrated service delivery, and increased public awareness. Specifically this project will (a) use Common Good Linkage Team to support the transition of GED students into further employment or educational endeavors, (b) promote the short-term and long-term strategic planning efforts of the PCLC, (c) centrally coordinate the intake process for Portage County adult literacy learners, and (d) increase awareness of literacy issues in the general community and promote interagency communication about literacy services. The projects primary outcome will be an increased level of interagency coordination in literacy and support services for Portage County adults.

Project Outcomes: Three short-term training programs have been added for contacts to the post-secondary education institutions/training programs established during the 1997 project year. This addition of training schools serves to expand our reach in providing quality educational opportunities. There were nineteen contacts made to the secondary education institutions/training programs in the form of phone calls and visits.

The Portage County Common Good Linkage Team met monthly. However, the quarterly meetings that specifically reviewed the project were: December 9, 1997, with 95% satisfaction, April 7, 1998, with 95% satisfaction, and June 9, 1998, with 96% satisfaction. The Team completed an overall evaluation of the project and its progress on August 11, 1998 with 95% satisfaction.

A Numerical Questionnaire has been developed, revised and distributed to ninety-five students. From January

through June 1998, the questionnaire provided the following information:

12 want to volunteer
24 want to find a part-time job
27 want to find a full-time job
39 want to "try out" different careers
36 want to learn a trade
18 want to earn an associate's degree
12 want to earn a bachelor's degree
39 stated that they would be interested in job-shadowing experiences

Over 500 students have received the information and the opportunity to use the Post-GED Guide Book developed during the 1996 project year. Sixty-nine students received and used the Guide Book. Contact was made and information given to 10 completers not enrolled at the ABLE sites (including college representation). Information was also given to three inmates at the Portage County Justice Center (jail). Contacts with the instructors at the ABLE satellite sites have been ongoing.

The Career/Job Counselors provided effective support or counseling to one hundred and one students to remove the barriers for continuing education/training or seeking employment. In addition twenty-one enrolled ABLE/GED students who are either not employed or have no desire to further their education have been counseled with favorable results. Five students were linked to post secondary schools/training programs and three students were linked to employers.

For those students who received a GED waiver and have never taken the GED test, telephone contact has been made to twenty-six students of which eleven have followed through by sending their application to take the GED test.

A letter has been created by the Career/Job Counselors to be sent to GED graduates offering assistance and support with post-secondary schools/training programs and or employment. Ten GED completers have responded to the letter and effective support has been given.

The Portage County Expo 1998 "Employment and Life Long Learning Opportunities"
(Career/Job/Education/Service Fair) was held at

Maplewood JVS on April 15, 1998. Invitations were sent to 117 Employers/Businesses, 31 Post-Secondary Education and Training Programs and 42 Service Agencies. One hundred and fifty participants attended and had the opportunity to ask questions and receive information about opportunities and procedures for applying. A total of 62 vendors, including 12 post-secondary schools/training programs, 36 employers/businesses and 13 service agencies participated by providing information and addressing questions. The vendors and the participant were given a survey meant to provide comments regarding aspects of the Expo, suggestions for improvements, publicity and etc. Twenty-nine vendors returned the survey indicating 73% satisfaction. Twenty-nine participants returned the survey with 81% satisfaction.

The Job-Shadowing program was introduced with 128 employers contacted. There were 13 responses from employers to contact them for job shadowing. Three students completed the job shadowing experience. The employers and the students have completed surveys evaluating the experience. The surveys revealed that the experience was very positive. Both employers and students indicated that the experience was helpful in deciding job/career choice and a good experience for the learner.

Two responses from GED graduates have indicated a commitment to participate in the Mentoring Program.

The Strategic Planning Retreat, held on October 16, 1997, was attended by 18 Portage County Literacy Coalition Board of Trustee members. The reorganization of the committee structure and goal setting process resulted in a new committee structure and function. The members completed an evaluation of the retreat with 91% satisfaction. At the August meeting of the Portage County Literacy Coalition, it was decided to conduct a retreat in October 1998 and address Board restructure/organization projects, fund raising and strategic planning to be facilitated by Dr. Gary Padak of Kent State University.

The Central Intake Process is a success with all students entering the ABLE program taking part in the assessment, orientation, and advising. The brochure was revised and a packet of information is given to all the students who participate in the process. Over 400 students completed an

evaluation of the Intake Process. One hundred percent of the evaluations rated the process as very positive and helpful.

The Portage County Literacy Coalition newsletter continues to be printed and distributed according to schedule, quarterly. The mailing list is continually updated (850 copies has increased to 1200 copies). Both written and verbal responses are very positive, particularly regarding the student writings.

Eight monthly breakfast meeting were sponsored by the Portage County Common Good Linkage Team. Sign-in sheets were provided at each meeting. The attendance included directors or representatives from agencies and programs in Portage County. An average of 18 representatives from agencies/programs attended the meetings. An evaluation of the breakfast meetings was completed by the agencies/programs in attendance with 92% satisfaction. The meetings included presentations from Head Start, Portage County Department of Human Services, Portage Metropolitan Housing Authority, Women, Infants and Children, One Stop, First Call for Help, Catholic Charities and Coleman Professional Services.

Impact:

The members of the Team completed an evaluation in December, April, June and August. The average result of the four evaluations is 95% satisfaction. Effective linkage between the ABLE program and each of the post-secondary educational institutions was indicated with a 95% satisfaction and effective linkage being made between ABLE program and selected employers with 96% satisfaction.

The Career/Job counselors have received a great deal of positive feedback from students. This feedback has included many comments of appreciation for the help received and gratitude for the ongoing staff efforts to help meet the students' needs. We are often perceived to be the first to truly show interest and care about the students' success, which is bumbling and certainly adds to our sense of commitment to meeting their educational needs.

Many of the students have demonstrated greatly improved goal setting and goal achievement, evidence of cognitive,

social, and employability growth, and a higher level of effective information processing with positive follow-0through. This has been measured both informally through observation and behavioral changes, and formally by assessing the increase in students obtaining employment and continuing to work toward post-secondary education. There is also a new sense of positive structure in some students' family lives as a result of their learning in this project. This is reflected in the students' reports of better organization in their personal lives and home, seeking parenting education and help with budgeting.

The Numerical Survey completed by the participants indicated 81% satisfaction with the Portage County Expo 1998. The surveys revealed that the most useful aspects of the event was the large number of agencies, schools and employers in one place, the availability of applications for jobs and the variety of jobs, the handouts, information and courteous staff, presentations by companies, displays and variety of careers, educational avenues, employers and schools available. The vendors completed a survey, which indicated 73% satisfaction. Although the percentage of satisfaction was not as high as demonstrated by the participants they surveys did indicate the following positive aspects of the Expo: the public interaction and opportunity for interaction between agencies, schools and businesses; convenient location; pleasant staff; the variety; and integration of services.

Our students are beginning to realize (with our assistance) that with Welfare Reform; the days of entitlement are over. As a result, we are seeing a new degree of motivation in many of our most recent enrollees. Our task is to help these students learn to channel that motivation into concrete goal-setting and effective performance toward post-secondary education even though they will also have to enter the work force at the same time.

The Career/Job Counselors have consistently received requests for further information concerning career training through personal and group counseling sessions, telephone calls, other personal contact situations, and through referrals from other students. This opens the door to new enrollees and the opportunity to assist more students.

Eighteen Board members who attended indicated a 91% satisfaction with the Strategic Planning Retreat in the evaluation of the retreat. A follow-up retreat is scheduled for Oct. 1998. The members agreed that the activities were pertinent to their needs. The contribution of the leader provided overall organization and appropriate ideas and activities. There is great value in revisiting goals and having the opportunity to engage members in the strategic planning process. This opportunity certainly contributes to the success of the PCLC.

One hundred percent of the literacy learners participated in the Intake Process. The learners appreciate the individual care, support and time given by the members of the team. Retention is improving. The learners are making informed decisions about their goals both short-term and long-term.

Many positive comments-written and oral from readers of the PCLC newsletters plus recruitment of learners, volunteers and financial support have been received.

The speakers and attendees at the Monthly Breakfast meetings completed a brief questionnaire evaluating the meetings. The questionnaire revealed 93% satisfaction with topics presented well and useful; 92% satisfaction with the presenters being knowledgeable and well prepared; 91% satisfaction with the materials and handouts; and 92% overall rating of the meetings.

Product or Training Developed:

Brochure
Numerical Survey/Interest Survey – Job Shadowing
Quarterly Review
Breakfast Meeting Evaluation
PCLC Strategic Planning Retreat Evaluation
JOB Shadowing Experience Student Response Survey
JOB Shadowing Experience Employer Response Survey
Contact/Participation Record: Learner
Contact/Participation Record: Business/Post-Secondary/ABLE/GED Completer
Counseling Record
Letter to GED graduates for follow-up assistance
Evaluation of Enrollment Process
Contact/Participation Record-GED Waiver
Portage County Expo "98" Visitor Survey
Portage County Expo "98" Vendor Survey

Products are Available From: Project Director listed above

Project Continuation And/or Future Implications:

- Extension of Grant-September 1, 1998-August 31, 1999
- Use the Portage County Common Good Linkage Team to support transition of GED students into further employment or educational endeavors.
- Promote the short-term and long-term strategic planning efforts of the Portage County Literacy Coalition.
- Centrally coordinate the intake process for Portage County adult literacy learners.
- Continue activities of the Career/Job Counselors
- Continue to expand the job-shadowing program to include more participation by both employers and students.
- Increase awareness of literacy issues in the general community and promote interagency communication about literacy services by: 1) continuing to produce newsletter 4 times and year and 2) planning, implementing and facilitating monthly agency breakfast meetings.
- Continue to expand plans to increase follow-up activities with students after they have completed the current program.
- Continue the collaborative efforts to plan, implement and facilitate the Portage County Expo "99.
- Update Post-GED Guide Book to include additional post-secondary/educational training programs.

Conclusions/ Recommendations:

Still to be completed is an evaluation mechanism for the PCLC newsletter. A survey needs to be included in one edition, which would provide feedback and suggestions for the newsletter.

Two Career/Job Counselors, along with the secretary, will be carrying out the responsibilities that were the responsibilities of the 3 Career/Job Counselors.

In order to continue our efforts with retention, more letters will be sent and phone calls made to follow-up poor attendance.

Additional Comments: We are continuing to seek effective methods for tracking students after they leave this program. We have, however, found that some students leave the program temporarily but return with increased motivation after a period of time to move forward. Presumably, personal and/or family issues slow their progress, but some do come back. Others complete their GED work, enroll in college, and get in touch with us after they have experienced success in school, such as several who called to share their job at earning good grades.

Grant Recipient:	Mid-East Ohio Vocational School District
Grant Allocation:	$11,700.00
Project Period:	September 1, 1997 – August 31, 1998
Project Director:	Linda Luca Mid-East Ohio Vocational School District 400 Richards Road Zanesville, OH 43701 (740) 454-7242
Purpose:	The goal of this project is to create a comprehensive plan for providing workplace based adult literacy education in Muskingum County, Ohio. Currently no program exists to provide this service to the workforce. From this County Plan, individual company workplace literacy plans will be developed to improve education levels, as required, for workers at specific companies. This will assure a consistent and comprehensive approach to workplace literacy in Muskingum County-based businesses. Please see attached team roster and meeting minutes.
Project Outcomes:	The Workplace Assessment Coordinator of Mid-East Ohio Vocational School District was contracted to assess employees of two local companies. Seventy-five employees of Hartstone Pottery, Inc. and 25 employees of Goss Supply, Inc. for a total of 100 were assessed for the first year of this project. Employees of United Technologies Automotive, Ritchey Produce, Holiday Inn Zanesville, and Red Roof Inn for a total of 152 employees were assessed during the second year of the project.
Impact:	Administrators of participating businesses were submitted reports of the assessments. Holiday Inn, Red Roof Inn, and Ritchey Produce agreed to promote attendance of their employees to Adult Basic and Literacy Education centers. United Technologies Automotive is impressed by the results of a program involving the workforce of a company located in another county serviced by Mid-East Ohio Vocational School District, Adult Basic and Literacy Education. The program under consideration is 6 weeks of Math, Reading, Team Building, and Employability Skills. Projection: United Technologies Automotive will initiate this program with their workforce in Zanesville.

Product or Training Developed:	Enclosed is the report of the WorkKeys Assessment.
Products are Available From:	Mid-East Ohio Vocational School District, Patti Hardcastle, WorkKeys Administrator.
Project Continuation and/or Future Implications:	Discussion and negotiation will continue with United Technologies Automotive. Since United Technologies Automotive is one of the largest companies in the Zanesville area, it is reasonable to predict that a successful program with this company would lead to replication by other businesses in the area.
Conclusions/ Recommendations:	The project brought attention to the need of increasing the educational skills of our local workforce, and initiated dialogue between the administrators of the businesses and local educational services for the purpose of providing opportunities to increase these skills.

Grant Recipient: Northwest Ohio Private Industry Council

Grant Allocation: $28,623

Project Period: September 1, 1997-August 31, 1998

Project Director:
Gary Andres, Administrator Director
Northwest Ohio Private Industry Council
1935 E. Second Street, Suite D
Defiance, Ohio 43512
419-784-3777

Purpose:

Phase One: Staff computer training

Staff members of the Adult Basic Education Programs of Four County Joint Vocational School and Vantage Vocational School, and Northwest Ohio Private Industry Council attended a series of training sessions on the use of computers and integrating computer usage into the classroom. The purpose of the training was to upgrade the Adult Education instructors' level of expertise in the use of computers so that they could function effectively with new computer equipment for their own record keeping, correspondence etc., as well as work with ABLE students using the computer.

Phase One: Key people
Gary Andres, NW Ohio Private Industry Council, Admin. Director
Kit Tyler, Four County Vocational School, Director Adult Education
Jim Grant, Vantage Vocational School, Director of Adult Education

Phase Two: Television monitors purchased for computer instruction

One computer in each of the seven ABLE classrooms has been designated for use with a 35" television monitor. The monitors will enable the ABLE staff to use the computer for classroom instruction on the use of computers as well as curriculum leading to GED competencies. S1 video linkages provide Internet access through the large monitor for classroom instruction.

Videos, software, and print materials purchased for learning labs:

Videos and software on workplace literacy skills, communication skills, and effective workforce skills were

purchased for each of the seven ABLE classrooms. Print materials include applied learning materials for workforce literacy. Workbooks and teachers guides were purchased for each classroom.

Staff computer training

Staff members of each of the ABLE programs were invited to attend a refresher course on computer usage prior to the beginning of the fall instructional year. Northwest Ohio One-Stop computers are now in place in each of the ABLE classrooms providing a learning lab, access to email and Internet services for all ABLE customers.

Phase Two: Key People

Gary Andres, NW Ohio Private Industry Council, Admin. Director
Kit Tyler, Four County Vocational School, Director Adult Education
Jim Grant, Vantage Vocational School, Director of Adult Education

Project Outcomes:

1. Computer training was provided for ABLE staff members.

2. Large television monitors are in place in seven ABLE classrooms to be used with classroom computers and VCR for group instruction.

3.A. Five videos on workplace expectations were added to each of seven ABLE classrooms.
B. Three software packages on workplace skills were added to each of seven ABLE classrooms.
C. 12 workforce success workbooks were added to each of seven ABLE classrooms.
D. Five workforce posters were added to each of seven ABLE classrooms.

Impact:

ABLE classroom instructors improved their computer literacy so that they could use the classroom computers for their own record keeping and classroom management. The computer training for ABLE classroom instructors provided a foundation for instructors to provide computer instruction for their students as well as begin integrating computers into the classroom as an instructional tool. The large monitors provided a format for effective classroom instruction. Workplace literacy materials for use with VCR, computers and workbook methods provide

multimedia approaches to integrating workplace literacy skills into the ABLE classroom setting.

Product or Training Developed:

Products were not developed with this funding.

Products are Available From:

NA

Project Continuation and/or Future Implications:

This project will be fully integrated into the Northwest Ohio One-Stop by providing the foundation for learning labs in each of the seven counties in our SDA. Learning labs (ABLE classrooms) which are located in each of the county PIC offices now have a bank of computers, ranging in number from four to six, which are both Internet and Email accessible. ABLE staff received computer training. Instructional materials in multi-media formats are available in each classroom. Instructional equipment is now available. Adult learners are now able to work on basic skills for completion of their GED, search for work, develop a resume, learn workplace expectations, and improve computer skills in one stop. Publicity for enhanced ABLE services will be fully implemented in conjunction with the Northwest Ohio One-Stop marketing campaign scheduled to begin in the next few weeks when all seven counties are fully on-line. Final installation of all software and on-line connections for the Northwest Ohio One-Stop is anticipated to be accomplished by October 31, 1998.

Conclusions/ Recommendations:

This demonstration grant provided the opportunity to enhance ABLE services in our SDA and provide a direct connection to the Northwest Ohio One-Stop goal of linking customers with services efficiently and effectively.

Grant Recipient: Ohio Literacy Network

Grant Allocation: $130,286.00

Project Period: September 1, 1997-August, 31, 1998

Project Director:

Karen Scheid
Ohio Literacy Network
1500 West Lane Avenue
Columbus, OH 43221
(614) 486-7757

Purpose:

Karen Scheid directed the project. Laura Heber served as the GED on TV coordinator. Elizabeth Wang, a VISTA volunteer, helped out on many of the GED on TV and public awareness activities.

The purpose of the project was to provide a statewide information and referral service for prospective adult learners and volunteers; to conduct a GED on TV project to reach adult learners who find it difficult to attend ABLE classes; to conduct a public awareness effort; and to provide training to ABLE personnel in optimal PowerPath and other methods for adequately meeting the learning needs of adults with disabilities.

The GED on TV project was conducted in conjunction with personnel in the four ABLE Regional Resource Centers, four public television stations --WOUB/WOUC in Athens; WPTD/WPTO in Dayton; WBGU in Bowling Green; and WNEO/WEAO in Kent. GED on TV reaches over sixty counties either through direct station broadcast or through cable TV. During the project period, meetings were held with personnel at each station except WBGU. A meeting was held with personnel from that station during the month prior to the beginning of the project.

The Information and Referral and public awareness activities have been conducted under the guidance of the OLN Board of Trustees and its Marketing/Public Awareness committee. Board meetings were held on November 21, 1997; February 20, 1998; May 15, 1998; and August 21, 1998.

Project Outcomes:

GOAL I

The statewide information and referral project was supported by this ODE grant and by private funds totaling $16,500 from Honda of American ($13,500), Ohio Electric Utility Institute ($1,000), and Chase Manhattan Mortgage ($2,500). Public awareness activities conducted during the past year include:

- Distribution of four scripted public service announcements to Ohio radio stations;
- Distribution of two press releases;
- Distribution of literacy cartoon ads bearing the theme, *Literacy: It's a Family Matter* to all Ohio Newspaper Association member daily and weekly newspapers;
- Development and distribution of posters and bookmarks also containing the *Literacy: It's a Family Matter*, theme. Also produced and made available to interested programs were camera ready copies of the bookmarks that can be localized for local use. The bookmarks have been distributed to Walden, Barnes and Noble, Borders, and B. Dalton bookstores. The state library has distributed the posters and bookmarks to each library in the state;
- Developed and distributed two easy-to-read brochures to help parents become more involved in their children's schooling and education. The brochure has been distributed to ABLE, Head Start, Even Start, Title I and other programs that have requested them;
- Disseminated information about and products from the National Institute for Literacy's public awareness effort has been distributed to ABLE programs. Announcement of the availability of the television public service announcement containing Vice-President Gore was sent to all television stations in the state. One station requested a copy of the tape as a result of the mailing;
- Conducted a survey of ABLE program personnel to determine their perceptions about what type of public awareness activities are effective and what type of activities should be pursued with special funds at the state level; and
- Referred 890 potential adult students (704) and volunteers (186) to local literacy programs.

GOAL II

The 1998-99 version of the *Directory of Ohio Adult Literacy Programs* has been produced. Copies were disseminated at the OLN Annual Meeting and will be available at the ODE Directors Meeting. We also will publicize their availability to libraries and other entities that may have an interest in them. This year a *Directory of Family Literacy Programs in Ohio* also was published and has been distributed throughout the state.

Three issues of the *Literacy Communicator* and 12 issues of *OLN MemberNews* also have been disseminated. While not funded by this project, these communications carry information about issues and topics of relevance to adult basic and literacy education professionals.

GOAL III

Coalition directors were invited to take part in a special session for coalitions and other planning and coordination grant recipients at the Spring ABLE Directors meeting. While no other face-to-face meeting of coalition directors was held last year, the director of OLN has been in communication with the coalitions in relationship to advocacy and the VISTA project. Currently, a VISTA is placed at each of the major city coalitions except Cincinnati. An OLN VISTA is also serving at the Clark County Literacy Coalition.

GOAL IV

The GED on TV project has expanded to each region of the state. Sixty-five counties now receive the program through direct broadcast. Over 1200 inquiries were made to the project last year, as compared to 746 for the first project year. Enrollment packets were sent to these callers and follow-up calls were made to all individuals that enrolled. The project continued to work with regional partners to ascertain how the series' use may be maximized.

GOAL V

A survey was distributed to ABLE funded programs in the *ABLE Communicator*. The responses from the 29 programs that returned the form were tallied and reported on to the ABLE staff. The decision was made to postpone any direct statewide public awareness initiative until major

long and short-term goals and objectives for such activity are identified. A planning committee will be formed in the fall of 1998 to discuss this issue.

GOAL VI

Three training sessions were held with personnel in local ABLE programs to learn techniques for better addressing the instructional needs of adult learners with disabilities. Topics related to screening, brain functioning, and instruction were addressed.

Impact:

Call volume to the information and referral service continued to increase from levels from previous years. The mix of promotional strategies seems to be effective in continuing to increase the visibility of the 800-228-READ number.

During this second project year, 1263 GED on TV inquiries were received—308 from NW, 618 from SW, 155 from NE, and 182 from SE. Of these, 25% completed and returned the ABLE Intake form and, thus, formally enrolled. The regional enrollee percentages are as follows: NW 33%, SW 23%, NE 18%, and SE 23%.

This year we conducted our follow-up with callers to GED on TV via mail instead of by telephone. The first follow-up was sent to all individuals to whom an enrollment packet is sent. It encouraged anyone who has not submitted the enrollment form to do so. It also asked questions about whether or not they are watching the series and/or if they have enrolled in a local program. This follow-up was sent about four to six weeks following the beginning of the series. The second follow-up was sent only to enrollees and it was sent about four weeks before the series ended. The second mailing provided information about GED testing and also included a postcard with the same questions as asked during the first follow-up.

Both of these follow-ups yielded about an 11% return rate. Raw numbers from the follow-up indicated that an additional 21 individuals who did not enroll indicated that they were watching the series. Twelve said they had enrolled in a local ABLE program. During the first project year of GED on TV, when calls were made to **all individuals** who did not enroll, we determined that 8% of

all callers who did not enroll reported that they were watching the series. Assuming that this percent approximates the situation this year, we estimate that 76 individuals who did not enroll watched the series. Likewise last year 13% of callers who did not formally enroll in GED on TV said upon follow-up that they had enrolled in an ABLE program. If that percentage hold true for current non-enrollees, an estimated 124 of them have or will enroll in a local program.

As a result of an analysis of data from the state GED office and from information reported to us this year, 16 individuals who have enrolled in GED on TV have taken and passed the GED test to date.

Product or Training Developed:

Directory of Ohio Adult Literacy Programs, Directory of Family Literacy Programs in Ohio, press releases, PSAs, brochures, bookmarks, posters.

Products are Available From:

Karen Scheid
Executive Director
Ohio Literacy Network
1500 West Lane Avenue
Columbus, OH 43221

Project Continuation and/or Future Implications:

The information and referral/GED on TV/ public awareness project has been extended for another year. We hope to add at least one more station to the GED on TV project this year. Our attention for that project will continue to be seeking ways to more fully utilize the resource within the regular adult basic and literacy education system. We also will be adapting our data collection procedures to ensure that we are obtaining the type of information that helps us and others make prudent decisions about the project.

We will be forming a working group to help formulate recommendations for state level public awareness activities that could be implemented by the state.

We will submit another VISTA proposal that will have at least two focuses—helping programs help learners transition to the world of work and helping literacy

programs incorporate AmericaReads activities into their programs.

Conclusions/ Recommendations:

We have made strides this year in securing more support from local programs for GED on TV. We believe that the program should continue to be sensitive to the needs and concerns of local programs and should continue to seek ways in which the program can assist local programs to better serve he needs of their learners.

Our evaluative follow-up this year was not as extensive as during the first year of the project when we had fewer calls and more staff on the project (a full time VISTA in our office and the help of a VISTA at Project READ and a staff member at the Central/SE RRC.) This next year we will hope to make follow-up calls to a sample of individuals who have not as yet returned enrollment forms. This will not give us as much direct follow up information as year one, but will give us better information than we obtained during the second project year using the postcard return method. We think at this time we will be able to do this because we will have the services of Elizabeth Wang a few hours a week.

Additional Comments:

We will continue to seek private dollars to supplement ABLE funds in the information/referral and awareness area. At this point we know that we have secured a grant from Honda of America to continue the cartoon initiative. The theme this year will be *Literacy: It's a Partnership.*

Grant Recipient: Sinclair Community College (Project READ)

Grant Allocation: $20,000

Project Period: September 1, 1997 - August 31, 1998

Project Director:
Karla Hibbert-Jones
Sinclair Community College
444 West Third Street
Dayton, Ohio 45402-1460
(937) 512-5123

Purpose:

The purpose of the Adult Literacy Planning and Coordination grant is to facilitate capacity building and improve integrated planning initiatives, activities, and services of adult literacy providers and other related local service providers, including those related to workforce development, family education, and welfare reform.

GOAL 1: Strengthen system building and integrated planning initiatives, involving adult literacy programs and other stake holders, designed to increase the effectiveness of the delivery and combined service capacity of adult literacy programs in Montgomery, Greene and Preble Counties.

GOAL 2: Conduct activities with the purpose of expanding, enhancing, and integrating adult basic and literacy education services with work force development, family education, and welfare reform.

GOAL 3: Increase awareness of the scope and importance of literacy issues in the community.

GOAL 4: Assist the coalition in setting its strategic direction for the next five years.

Key People: Mark Willis, Project READ Board President; Karla Hibbert-Jones, Executive Director, Peggy White, Coalition Assistant; and Marketing Specialist, Susan Bodary, Keith Rolfe, VISTA Volunteer, and Phillip Parker, Dayton Area Chamber of Commerce.

Project Outcomes:

(1) The grant encouraged literacy and GED providers and other concerned parties to meet to share

information and work together on common goals. This program year, we involved the following organizations in coalition activities for the first time: Montgomery County Jail, Five Oaks Neighborhood Association, Miami Valley Child Development Center, and the Founder's Family Center.

(2) An effective telephone Helpline provided information and referral to the community, businesses, and health and human service organizations.

(3) Joint planning meetings and participation on the Montgomery County Common Good Linkage Team helped literacy and GED providers identify their role at Montgomery County's One Stop Center, the Job Center.

(4) An extremely successful public awareness campaign was implemented. This included the organization and implementation of two GRIMMY Award ceremonies; (one with Mike Peters in person), and the production of a public service announcement by Mike Peters. Four major networks have shown the PSA (ABC, NBC, CBS and Media One), resulting in increased awareness and calls to the Helpline.

(5) The coalition continues to meet success in the development of resources to support Project READ's operating budget. A new collaborative fund-raiser this year was a celebrity poster auction, coordinated by Project READ's Marketing Specialist and hosted by Books and Company. The Miami Valley Literacy Council served as fiscal agent for the event.

(6) A new chair for the Mayor's Commission on Adult Literacy was recruited and two meetings were planned and held. The new chair, Phillip L. Parker CAE, is the President and CEO of the Dayton Area Chamber of Commerce.

(7) A "business to business" marketing piece is under development.

(8) Coalition members engaged in a strategic planning process. Members analyzed the current environment, made projections about the future, agreed on a set of premises, and are near completion of a five year plan.

(9) The Dayton Daily News began its "Opening Doors" Literacy Awareness Campaign, resulting in articles and free literacy ads aimed at volunteer recruitment. This campaign began in May 1998.

(10) Meetings with members of the Mayor's Commission on Adult Literacy, Chambers of Commerce, Family and Children First Council and the One Stop Job Center increased understanding concerning the link between literacy and other problems such as unemployment, unstable families, poverty, etc.

III. Impact: (Numbers correspond to the outcomes above).

(1) Effective coalition meetings resulted in increased membership and involvement. Literacy and GED providers increased their knowledge base about other people and resources in the community that help build their program capacity.

(2) The Helpline has received an unprecedented number of calls from September 1997 through August 1998. The number of calls is 1,653. This represents a 32% increase over last program year.

(3) The Learning Links service assists job seekers in locating appropriate educational services at the One Stop Center. The Learning Links also plays a role in coordinating an exchange of information among educational providers housed there.

(4) Based on follow-up statistics, 377 students and 21 volunteers found their way to adult basic and literacy education programs as a direct result of marketing efforts. Increased community awareness resulted due to media coverage, video presentations, and special projects.

(5) Sufficient operating funds have allowed Project READ to concentrate more on collaborative efforts and less on fund-raising activities. The Miami Valley Literacy Council, as fiscal agent for a new fund-raiser called the Celebrity Poster Auction, divided the proceeds among four literacy

organizations. Although it netted less than $1,000, it has the potential to grow each year.

(6) The Mayor's commission on Adult Literacy provides increased communication and understanding among businesses and providers; support was obtained for the Learning Links (One-Stop project) and the *GRIMMY* Awards ceremonies.

(7) The impact of the "Business to Business" literature is not yet known.

(8) The five-year strategic plan places literacy providers in the Dayton area in a position to minimize challenges and maximize opportunities.

(9) The Dayton Daily News Campaign "Opening Doors" has advanced our efforts to educate the community concerning the importance and interrelatedness of literacy to a myriad of social concerns.

(10) Meetings (mentioned in number 10 above) resulted in stronger connections between literacy programs and businesses, public officials, health and human service organizations, as well as new members and develop additional leaders for the coalition.

Product or Training Developed:

The five-year strategic plan will be shared when completed. Mike Peters public service announcement s for student and volunteer recruitment (enclosed).

Products are Available From:

Karla Hibbert-Jones
Project READ
C/o Sinclair Community College
444 West Third Street, Dayton, Ohio 45402-1460
(937) 512-5123
khjones@sinclair.edu

Conclusions/ Recommendations:

As identified during Project READ's strategic planning process, the four "Rs" (recruitment, retention, results, and revenues) continue to challenge providers. Project READ believes that a coalition of agencies has a greater total influence on literacy through the collective efforts of its members. Through planning and coordination efforts such

as this one funded by the Ohio Department of Education, organizations can achieve things together that they cannot achieve individually. There are numerous stakeholders in the community that have an interest in the success of literacy programs. We request that the Department of Education continue to make planning and coordination efforts a priority for funding and support.

Additional Comments: The role of planning and coordination in the development of program capacity should be more fully explored throughout the state.

Grant Recipient: The Literacy Initiative

Grant Allocation: $11,700.00

Project Period: September 1,1997-August 31, 1998

Project Director: Edith J. Poling, Community Relations Director
The Literacy Initiative
99 N. Front Street, Room 4
Columbus, Ohio 43215
(614) 645-7862

Purpose: The 1998 ODE extension project focused on promoting awareness and the services of the Read-Hotline, and building on the results of the previous project. TLI's goals were to promote and market TLI's information and referral Hotline to better serve local literacy organizations and the community, and to incorporate the ESL programs in our database and on materials distributed throughout the area.

All of the activities included participation of local literacy agencies (through involvement with United for Adult Literacy) as well as representatives from various human and social service organizations. This project could not have been carried out without the dedication and assistance of TLI's Board of Trustees and staff and local business leaders.

Edith J. Poling is the Project Director. Other members of the staff participating included Ann Fornataro-Training and Program/Information and Referral Coordinator; Annie Rhoden-Administrative Assistant; and TLI's President, Jill Barrett.

The Chairman of the Board during this period was Richard Rubenstein of Squire, Sanders & Dempsey and the Marketing/Development/Special Events Chair was Rhonda McKinney of Marketing Services by VECTRA. TLI has an Advisory Committee composed of Executive Directors/leaders of local.literacy programs. Previously, representatives from this group served on the TLI Board. This change came about because TLI grants funds to the local literacy agencies and had been advised by the auditors that it was inappropriate for agency representatives receiving funds to be represented on the Board of Trustees.

The Board of Trustees meets every other month to review and evaluate the activities and outcomes of the work being accomplished by the staff as it relates to all funding, TLI's Strategic Three-Year Plan, as well as the ODE grant activities.

The following companies/organizations, among others, donated in-kind services to assist in promoting literacy and literacy programming in our community: Time Warner Communications, WBNS-TV, 610 WTVN, K95 FM, Scherer Companies, Consolidated Stores, Olsten Staffing Services, Glencoe Division of McGraw Hill, Half Price Book Stores, LeVeque Enterprises, the City of Columbus, MessagePlex, Marketing Services by VECTRA, COTA, International Association of Business Communicators, J.F. Hopkins & Associates, and SBC Advertising.

TLI has consistently been successful in placing the issue of adult literacy in the public spotlight and was able to continue this practice during this grant cycle. The major promotions included numerous Public Service Announcements (PSA's), paid advertising on TV and radio (through Time Warner Communications), newspaper stories, and through posters, Read-Hotline brochures and business cards, flyers, newspaper articles and special materials distributed at business and community fairs. Eddie George has agreed to be Literacy Spokesperson for two additional years.

Alice Leber, the VISTA staff person assisting with the ESL portion of the project signed on for another year in August but left in December. Alice had done a good job the previous year networking in the ESL Community and identifying additional programs to be added to the Read-Hotline's referral list. At the same time, the Read-Hotline Coordinator resigned and moved to Boston. This position was not filled until May of 1998.

Project Outcomes:

The goal of the grant was to promote awareness and market TLI's information and referral Hotline to better serve local literacy organizations and the community.

TLI heightened the awareness of the issue of adult literacy and the free literacy/life-long learning programs and volunteer opportunities available in our community. The Read-Hotline refers to more than 25 local literacy programs

and works with human and social service agencies to provide information for their clients. There continues to be an increase in the number of corporations/organizations involved with TLI. In 1997/98 more than 120 participated in special event/agency activities during the year.

The Hotline received more than 1,100 calls during this period that required specific action and implemented a COTA bus campaign-distributing 10,000 flyers.

The annual Warner Corporate Campaign for Adult Literacy promoted awareness through direct mailings (2) to more than 140,000 potential subscribers, 6 ads in the Dispatch, and to all customers through their Cable Guide. Hundreds of radio (634) and TV (163 special broadcast and 500 cross channel) spots were aired. All spots mentioned the Read-Hotline and The Literacy Initiative, and provided encouragement for involvement in adult literacy programs. Statistics from Warner concerning reach and frequency showed that of the target group, 89% saw the message at least 6 times.

Not part of this grant, but of note is the fact that TLI provided $4,500 in stipends and $32,020 in grants from July 1997 to date to local adult literacy agencies. Another $47,000 is scheduled for the coming year. There will be an additional $15,000 in software upgrades given to the agencies the first part of next year.

Impact:

- There is one central telephone number community residents can call to gain information about literacy and programs that are available for adults wanting to learn or to help.
- Program resource information and Read-Hotline material is available to human and social service organizations that have clients in need of adult basic skills enhancement.
- Grants were made to affiliates
- A significant number of businesses participated in TLI's three major events. Awareness videos and literacy information were presented.
- More than 1100 individuals received specific information to assist them in participating in adult literacy programs during this grant period.

- Current literacy materials and information are available to meet community needs.
- Literacy information reached more than 140,000 homes in our area.
- Local information is being shared on a national level through the National Alliance of Urban Literacy Coalitions (NAULC).

Product or Training Available:

- Volunteer Training Guide
- Updated Read-Hotline promotional and information materials
- Updated internal data tracking forms for the Read-Hotline
- Read-Hotline referral business cards for human and social service caseworkers

Products are Available From:

The Literacy Initiative
99 N. Front Street, Room 4
Columbus, Ohio 43215
(614) 645-7862

Project Continuation And/or Future Implications:

TLI will have 2 VISTA Volunteers during the coming year, one working with workplace literacy and the other with America Reads. TLI anticipates continued and expanded corporate support from local companies to enable awareness activities that benefit the local literacy providers and the community as a whole. TLI's special events are widely recognized, have been institutionalized and will continue to grow. TLI has the support, the expertise and the staff to continue these activities.

Conclusions/ Recommendations:

Planning and coordination remains one of the most important aspects for an effective literacy system in the community. The coordinating agencies were formed as a result of local circumstances where literacy providers determined their interests would be better served working collaboratively. As the primary awareness, recruitment and advocacy tool on behalf of all the literacy agencies, we request they be supported to the fullest extent.

Recommendations:

- Earmark specific funding for coordinating agencies based upon population and identified community need
- Continue providing advocacy information and tips
- Support the state-wide group of coordinating program directors

Additional Comments: The Literacy Initiative appreciates the opportunity to be a part of the ABLE grant process. Funds we have received in the past have made it possible to concentrate more time on coordination activities, build the corporate awareness constituency, and develop much needed materials for recruitment and awareness.

Grant Recipient: Urban Appalachian Council

Grant Allocation: $17,874.00

Project Period: September 1, 1997 to August 31, 1998

Project Director:

Maureen R. Sullivan
Urban Appalachian Council
2115 West Eighth Street
Cincinnati, Ohio 45204
(513) 251-0202 Fax: (513) 557-2542

Purpose:

The primary purpose of this Special Demonstration project for Adult Literacy Planning and Coordination was to facilitate capacity building and improved integrated planning initiatives, activities, and services. These efforts included UAC and its affiliate adult education programs as well as local service provider, organizations related to workforce development, family education, and welfare reform. The key people involved have been Maureen Sullivan, UAC Executive and Project Director, Larry Redden, AmeriCorps Program Director, Ariel Miller, Evaluation and Resource Development Specialist, and each of the Directors of the affiliate adult education centers. The goal of the project was to increase the effectiveness of UAC/Adult Education Consortium programs in providing adult education, family and workplace literacy, employability development, job finding and retention, and other related services. A full listing of objectives is included in the original proposal. Briefly, they include: 1) continued joint planning and coordination, 2) capacity building of member schools, 3) redesign of the school to work transition component within the adult education centers, 4) increased availability of social services to support the literacy students, and 5) resource development, public relations, and fiscal and management services as needed by the community school partners.

Project Outcomes:

1. Adult Education Consortium met May 26 to review progress toward Planning and Coordination goals and to set 98-99 priorities.
2. Through the UAC sponsored AmeriCorps project 300+ students were tutored: 54 advanced one grade level and 26 achieved their GED. 80 students were tutored on

computer use: 57 demonstrated proficiency on the post-test.

3. An employability development program was designed called Take Charge! In the fall a one-day workshop was presented reviewing the design components and processes for implementation. Since that time, 153 adult learners were helped to develop a career plan: 79 of these individuals have found jobs.
4. UAC and affiliates have improved documentation on social service referrals and needs.
5. One of UAC's AmeriCorps members was featured on Channel 9's *Smart Woman* segment as she was working with adult students at one of our affiliate sites. Over $50,000 has been raised in the past six months from church and private foundations in support of the adult education services as a result of our joint efforts to achieve adequate funding for continuation of these needed services in the face of changing governmental funding priorities.

Impact:

*In addition to the AmeriCorps program, we have increased volunteer recruitment and have significantly increased services available to adult education students. In the past six months 15 new volunteers gave 610 hours of service in tutoring help to students.
*Some students are moving into jobs but want to continue to try to advance educationally: this is increasing the need for evening and weekend class hours.
*Our schools, while hard hit by the reduced governmental funding support for adult education services are continuing to work hard to meet the needs and develop new strategies for the changing times.

Product or Training Developed:

The Take Charge! Training could be replicated for interested teachers or others but is not available on video or in workbook form. The priorities identified in the planning session have been incorporated into the 1999 program plans.

Products are Available From:

Anyone interested in learning more about the project should contact the Urban Appalachian Council.

Project Continuation and/or Future Implications:

The collaboration between the Urban Appalachian Council and its affiliate partners in the Adult Basic Education Consortium continues to be positive and mutually beneficial to all parties. We believe and intend that those who benefit most from our continued efforts and our commitment to continuous improvement are the adult learners who come to our centers.

Conclusions/ Recommendations:

We will continue to work together and pursue the priorities and objectives outlined in our 1999 Proposal and Project Plan.

We will give increased attention to Volunteer Recruitment and Training.

We are exploring partnerships with other institutions like the Juvenile Probation Department since the percentage and number of students between the ages of 16 and 18 is increasing significantly in some of our centers.

Additional Comments:

In addition to the Take Charge! Employability Development Program Implementation Workshop, staff and volunteers from our centers were offered training in Diversity, Conflict Resolution, Whole Language and the Story Circle, Resources for Working with Special Needs Students, and other topics identified as needed by staff and/or volunteers. As indicated in the mid term report, we have also continued to publicize and support Consortium members' participation in training programs offered by the Cincinnati Public Schools, the Career Resource Center, and the Literacy Network as well as regional workshops available through ODE.

Grant Recipient:	Warren City Schools
Grant Allocation:	$16,724.00
Project Period:	September 1, 1997 through August 31, 1998
Project Director:	John L. Wilson 2609 Draper Street SE Warren, Ohio 44483 Phone: (330) 369-2561 Fax: (330) 369-6408
Purpose:	To continue supporting and expanding literacy efforts in this community as well as providing recruitment and training opportunities for adult literacy volunteers, sharing information with the entire community, determining sources and availability of additional resources to support the literacy effort. Both the fall 1997 and spring 1998 advisory meetings were critical in efforts to continue to provide literacy services in our county. Sue Shaffer, newspapers in education Manager, continued the local "Sign on to Literacy" campaign to promote adult literacy and raise funds for the program. Beth Trace, our program Adult Literacy Teacher/Coordinator, assisted Sue with the campaign and was conducted in conjunction with National Literacy Day, September 8, 1997.
Project Outcomes:	In the past year, we have been able to increase the number of volunteers who have been trained by our program by 18%. We are successfully serving our low-level learners within the ABLE classroom except in a few special circumstances where we tutor individuals at the libraries. We have raised the awareness within the county as to the scope and availability of our services to help those in need of individual reading assistance supported by a telephone log kept during the months of September and January. Both responses support an increase in the number of students being served. Beth, the coordinator, has maintained contact with community agencies, industries, and school districts to review the ongoing effectiveness of the program and meet their changing needs. In addition, interaction with several literacy providers at the OAACE conference and through NEORC has led to modifications in individual curriculum

and the tutor training program in order to keep it up to date and meaningful. The outcome has been a more effective use of resources, focusing on the targeted population.

Impact:

During the past year, our literacy program has reached over 225 adults. Of the 225 participants, 82 made the transition into a Pre-GED and/or GED program; 30 of this group took the GED exam, and 22 received their GED Diploma. Since Warren's school dropout rate is over 30%, we have worked hard to increase our ability to assist many of the low-level readers in the county. Also, we are having a positive impact on many of the areas 10% unemployed who are desiring to raise their reading levels and prepare for job retraining by offering individual assistance and computer technology.

Product or Training Developed:

During the year, we continued to enhance our tutor training program to better meet the needs of our local program. We provided two separate training programs during the year for over 31 new tutors. In addition, we have included mini staff development components to assist tutors with their students, focusing on writing, reading or math skills for their students. (summary evaluations attached)

Products are Available From:

Beth Trace, Literacy Coordinator
Or Nancy Catron, ABLE Program Coordinator
Warren City Schools Professional Center
202 Loveless SW
Warren, OH 44485
Phone: (330) 841-2272 Ext.258 Fax: (330) 841-2228

Project Continuation and/or Future Implications:

We will continue to recruit both students and volunteer tutors by increasing community awareness of our program, providing effective training, and be enhanced to maintain a link with students to encourage completion of their educational goals and entrance into a GED preparation program.

Conclusions/ Recommendations:

Our literacy component is a strong and integral part of our local ABLE program, providing the individual assistance

our low-level readers need in order to progress successfully to the next level in ABLE.

Additional Comments:

Our local advisory board, made up representatives from businesses and social agencies, provides the program with guidance and support within our community. The advisory board meets formally twice a year and informally monthly with the Literacy Teacher/Coordinator as she visits area businesses and social agencies. We are continually updating and strengthening our literacy program in order to effectively meet the needs of area readers.

Grant Recipient: Wayne County Joint Vocational SD

Grant Allocation: $16,724.00

Project Period: September 1, 1997 - August 31, 1998

Project Director:
Steven R. Miller
Wayne County Schools Career Center
518 W. Prospect St.
Smithville, OH 44677-9672
330-669-9611

Purpose: This two-year demonstration project was planned to accomplish the following:

a. Professionally train all staff of member organizations in methods of motivating clients and preparing them to utilize available resources.
b. Develop and implement a common Career Action Starts Here (CASH) motivational five-day program to be implemented monthly as the first week of client training program of the Common Good Linkage Team.
Note: The name CASH was changed to "Wings Workshop" in January when we began the classes. All reference to CASH in the original grant will be modified to "Wings Workshop" for future record.
c. Develop an automated system capable of tracking transactions and producing reports.
d. Market the CASH (Wings Workshop) program to area businesses which will enable it to be self-supporting by the third year.

The following people and agencies are current members of the Wayne County Common Linkage Team:

Steve Miller, WCSCC, Dir. of Adult and Community Ed.
Becky Wagner, Dept.of Human Services, JOBS Coord.
Mary Headings, WCSCC, ABLE Coordinator
Linda McAnnich, Orrville City Schools, ABLE Coord.
Bonnie Sander, WCSCC, Even Start Coordinator
Melissa Schrock, WCSCC, Adult Career Services Coord.
Judy Smedley, JTP, Wayne County Office Manager
Robert Smedley, M H & Recovery Bd., Recovery Ass.
Sue Steingass, Department of Human Services, Director

Carol Mack, OBES, Director
Tom Police, Goodwill, Vice President, Human Services
Carrie Moreland, BVR, Vocational Rehab. Counselor
Jen Daubenspeck Community Action, Ec. Assist. Admin.
Wayne Lundy, Counseling Center, Director, V. R.S.

The Common Good Team meets the fourth Thursday afternoon of each month. Mary Headings gives a brief update of the Wings Workshop at each meeting. The Common Good Team continues to be enthused about the quality of the Workshop and the impact it has had on our clients. They are committed to having it continue.

A coordinator, Judy Franks, was also hired in October 1996 and has completed the duration of this grant.

After the initial training conducted by Paul Clayton in November 1996, the following individuals from several agencies were selected by the coordinator and the linkage team to participate as presenters the week of Wings Workshop.

Marianne Bricker	ABLE Instructor
Tracey Cook	JOBS Coordinator
Robin Hartline	JTP Employment Interviewer
Judy Smedley	JTP Manager
Tom Police	Goodwill VP Human Services
Sandy Elliott	WCSCC Business Education Coord.
Melissa Schrock	WCSCC Adult Services Coordinator
Robert Smedley	MH&RB Associate
Judy Franks	ABLE Instructor
Barry Scholles	Goodwill Rehabilitation Specialist
Agency Panel	Common Good Members

Monthly evaluation meetings were held with core staff. On the final day of the week, these people gathered to read and discuss evaluation forms that were completed on Friday by all participants. The areas of evaluation included staff evaluation of each person's perceived growth, personal evaluation of own growth, and evaluation of the workshop. Evaluations were routed quarterly for all presenters' viewing. A tracking or follow-up procedure has been established with documentation and evaluation occurring each month during the workshop.

Project Outcomes:

Goal 1: To collaboratively motivate and equip individuals with skills needed to assess personal, family, educational, and career goals; and to explore opportunities which will improve their quality of life.

Since its conception in January of 1997, Wings Workshop has influenced 415 people in Wayne County to evaluate and change their attitudes about themselves, others, and work. We have actually graduated (attendance of 3.5 of 5 days is required for graduation) 320 people during that time. Although classes are often larger at the beginning of the week, these are the number of people who have graduated from each month's workshop in FY 1998 (182 total).

1997	Sept	Oct	Nov	Dec
	9	15	15	17
1998	Jan	Feb	Mar	Apr
	25	28	9	13
	May	Jun	Jul	Aug
	11	18`	13	9

The July Wings Workshop was held in Orrville at the First Presbyterian Church and hosted by the Orrville ABLE. Future locations will be determined by the Common Good Team.

Twenty-four social service agencies in the county receive invitations and information about Wings Workshop to give to clients. We encourage staff to attend so they can experience Wings and then relate their experience and benefit to the client. It has been difficult to describe the week to individuals, but find that once they have attended, this works well for promoting the workshop. Graduates tell friends and give invitations to those they feel would benefit from the training; whether friend, neighbor, or relative. Some couples have taken the workshop together and now find that they can communicate and share experiences easier than in the past. "It's like being given new eyes to see myself," one husband explained.

Breakdown of attendees (staff and clients) of Wings Workshop from January 1997-August 1998:

DHS 225	WCSCC 29	JTP 33
Wooster ABLE 19	Orrville ABLE 10	OBES 1
Goodwill 6	BVR 3	Comm. A. 6
Salvation Army 6	Interfaith Housing 3	EWH 1
YHRC 4	Counseling Ctr. 7	Green Th. 5
Self/Friend 6	Visiting Officials 12	

Contracts:
Baltic Nursing 3 Nurses Aide 8 Student PN 28

The curriculum being used is an adaptation of what Paul Clayton trained the staff in November 1996. We have continually evaluated each topic, making changes and adapting as needed. After the initial training, presenters were chosen and topics were developed by each of these people. The following topics were selected:

Our Operating System	The Software
Storing and Recalling Information	What is Commun.?
What is Happiness?	Commun. for the Job
Goal Setting	Values Clarification
Time Management	Agency Panel

The Wings Workshop meets the first full week of each month at the Wooster Trinity United Church of Christ. The church has been extremely generous, allowing us use of their parlor and a lunchroom. We purchased necessary supplies with a Venture grant from United Way and also purchased paper and printing services. Use of a laptop computer was needed for the presentations using Power Point. We have purchased a laptop with grant money.

We are currently using 3 instruments for evaluation - 2 client-focused and 1 staff-focused. These instruments were included with the FY 97 Final Report. We have also developed a follow-up plan to contact each graduate at 3-month, 6-month, and 1-year intervals for those not enrolled in the Workforce Education Program (further explanation under Goal 2). Extensive follow-up occurs for anyone that is enrolled in that program. This enables us to follow their employment record and education plan for three months after completion of the Workforce Education Program and enables individuals to retain their jobs as they work closely with our Job Search Advisor. Confidentiality forms and attendance forms are presently shared by agencies.

Goal 2:To develop an automated Wayne County Common Good Information Sharing network that can generate discrete and/or consolidated reports and be used to market certified job seekers and employment related goods or services as produced by the Common Good.

The original Department of Education Grant budget allowed for costs of computer linkage. However, the Wayne County Common Good Team became part of SDA#23 One-Stop grant (known as the Employment and Training Connection). That One-Stop grant included purchase of Internet compatible personal computers and necessary software for case managers within the Common Good Team member agencies/One-Stop partners.

The only electronic equipment that was needed outside of that purchased by the One-Stop grant was a "File Server" for backup use by Wayne County and a personal computer for one member agency which is not a One-Stop partner. These two pieces of equipment were purchased by this special demonstration grant.

Goal 3: To market the CASH program to area business.

In mid-1997, the Wayne Common Good Linkage Team determined that it would be beneficial to the organization to explore the idea of establishing a non-profit entity that would allow the Team to apply for continued funding from a variety of public and private sources. A committee was formed to develop bylaws and prepare the Articles of Incorporation to be known as The Wayne County Common Good, Incorporation. We received assistance, (at no cost) from a local law-firm to develop all the necessary documents. These were developed over several months and presented to the Common Good Team for their review and comments. It was further determined that it would be desirable to also file the necessary documents with the IRS to be classified as a 501.c.3 Not-For-Profit tax status. This would not only protect the organization from being liable for Federal taxes but also qualify us for many private grant sources in the future. In December of 1997 all forms were completed and filed with the State of Ohio to establish the Non-Profit Corporation. The Certificate of Incorporation was granted by the Secretary of State on 12-29-97. In order to submit the application to the IFS for the tax-exempt status, we had to include a check for $465. We asked each

member agency of the Common Good Linkage Team to share in that cost and all forms were submitted in January 1998. We had to make some amendments to our Articles of Incorporation to satisfy requirements made by the IRS. Those were filed in March 1998 and we received our Letter of Exemption from the IRS in July 1998. Our organization is now ready and able to pursue program funding from many varied sources. We are constantly exploring means of funding programs that could be operated cooperatively by the Common Good members for the benefit of our county residents. Our major focus has been The Welfare-to Work grants. We expect to be submitting a request from the Common Good Non-Profit Corporation for funding through the County/State Human Services system within the final quarter of 1998.

A "Transportation Policy and Procedures for Employment in the Community" (Attachment A) was developed by a Common Good subcommittee. However, it did not meet the needs of clients attending Wings Workshop and the Workforce Education Program. A new form (Attachment B) was developed to help clients develop a plan which meets their transportation needs.

When Welfare Reform became effective in October 1997, Wayne County had already built a strong collaborative foundation. We had seen the benefits of Wings Workshop, but knew that a week was not long enough to provide long-term behavioral change. It was at this time that ABLE proposed a training program to our CDHS. This three-month Workforce Education Program curriculum was based on the SCANS report of skills that employees need for successful employment. Job search, job attainment, and job retention skills are also developed by clients during this time. Their goal is to be self-sufficient at the end of this training, in conjunction with the Ohio Works First philosophy. Beginning in January 1998, we developed a six-month contract for proposed services (Attachment C). WCDHS then sent out Requests For Proposals, with WCSCC Adult Education receiving the grant to provide Workforce Education from July 1998 to June 1999 (Attachment D). Instruction was expanded to include family life support groups, mental health behavior training, 12 hours computer training, and many local agency collaborations as needed by clients. Barriers are addressed by our Social Service Advisor, and job skill development is

taught by a Job Search Advisor. Two ABLE instructors are responsible for Foundations Skill with one also coordinating the program. Beginning in January 1999, we will be modifying our program to include Goodwill as a collaborative training agency.

The WCSCC proposed a Nurses Aide training program in conjunction with local health care centers. The first three days of their training would include Wings Workshop. Fees are being negotiated through Common Good for these services. The Adult Education Director also allows Wings Workshop as a personal growth credit for students enrolled in adult education programs at the Career Center.

Impact:

A contact person from each referral agency has been identified. We are in continuous contact with these individuals to evaluate the program's effectiveness and to build a participation base. Robin Hartline of JTP has taken on this responsibility. She has visited, called, and delivered invitations to 24 agencies in Wayne County.

Of the 182 graduates (September 1997-August 1998)

- 66 have been referred to JTP
- 29 to JOB CLUB (September - December 1997)
- 65 to Workforce Education (January - August 1998)
- 70 have become employed
- 18 have continued their education or are enrolled in another training program
- 4 have received their GED

Tracey Cook of Human Services has contacted these people on a 3-month, 6-month, and 1-year schedule to monitor each client's progress in these areas of growth and development.

Product or Training Developed:

We have adopted the Paul Clayton ACE (Action for Career Education) program, with modifications made to meet JOB CLUB requirements and perceived needs of clients. Paul Clayton is available for training and can be reached at 1-800-383-4913. The Wings Workshop Coordinator and staff have made several presentations this year at state conferences about Common Good and Wings on the topic of *Motivating Adults*. They include the Family Literacy

Conference in October 1997, Ohio Adult and Continuing Education Conference in April 1998, and Wayne County Children's Services in July 1998. Future plans include a one-day training at the NE ABLE Resource Center in January 1999. Various organizations have visited the workshop and have been mentored by the coordinator.

The Common Good Team has been addressing marketing issues for the Team as a whole as well as the WINGS workshop.

Sustaining the WINGS workshop after the DOE grant is completed:
To date, the Team has been able to get commitments from Team agencies to offer "in-kind" staffing support. We have been successful in marketing the workshop to a new course offering for Nursing Assistants, with the cost of the workshop included in the tuition for that skill training.

A Common Good subcommittee has been formed to further develop a Wings Workshop marketing plan to area businesses. A presentation was made to Wooster Rotary on September 14, followed by a very positive discussion.

Other marketing efforts:
Wayne County Common Good Team members have been active in work with the marketing committee of the ETC One-Stop. Because the goals of collaboration and linkage are one and the same for both groups, the Team has been focusing marketing efforts toward its role in the One-Stop.

Products are Available From:

Visitors are always welcome to attend Wings Workshop. Please contact Marianne Bricker (FY 99 Coordinator) at 330-262-7323 for dates.

Project Continuation and/or Future Implications:

The demonstrated success of Wings Workshop is not only statistical, but can also be subjective. The presenters have witnessed many positively changed attitudes, increased use of community resources when barriers become evident, and many successfully employed, productive people. For whatever reason, these people have not previously received the emotional support needed to move them to the next step in their lives. Wings Workshop has provided the vehicle

for their success. Long-term mentoring would benefit many individuals in their quest for personal development and management. Economic resources must be explored to develop this concept further. The immediate needs of skill and career development, as well as childcare and transportation issues, will continue to be addressed in the coming year. Maintaining good mental health for contact staff must continually be evaluated by community agencies. Common Good will provide a one-day training by Paul Clayton in September to address such issues and provide staff development. Common Good continues to support efforts made by presenters and is committed to continuing the benefits seen during this week of training for people in Wayne County.

Conclusions/ Recommendations:

Many of them still on public assistance in our county have multiple life problems. They need major support and a positive plan of action to help them succeed in needed lifestyle changes. We feel that the effort being made in Wayne County is extremely positive and beneficial to those who have completed the workshop.

Additional Comments:

Several comments from evaluation forms give evidence to the positive reaction by those who have attended Wings Workshop:

"I really loved this program and I would love to return."
"I loved the many different teachers and all their styles."
"My attitude has improved greatly. I am more positive."
"I stopped feeling sorry for myself and found I could do it, I will do it, I can do it."
"I have been motivated in my job search; reaffirmed in my ability to succeed."
"I really believe anybody could benefit from this program."
"I've set some new goals, and 'I've learned a new approach to some old problems. How to use problems to enrich my life, as well as having something to contribute to others. I've learned that the so-called barriers are now stepping stones."

State ABLE Directors' Meeting

Spring ABLE Directors' Meeting
May 5-6, 1998
Clarion Hotel
Worthington, Ohio

Objectives:

1. To provide ABLE program administrators a Vision for Adult Education for the 21st Century
2. To provide information about Resource Center Network/ODE Special Projects
3. To share best practices
4. To provide technology training
5. To provide opportunities for sharing and networking

General and Breakout sessions for the two day conference included the following topics:

Regional Workshops
Pre-GED Certification
Limited English Proficiency
Equipped for the Future
Technology (IMS)
Planning and Coordination
SCANS & EFF Curriculum
Family Literacy
State and National Updates
Assessment
Student Retention
Workplace Ed. Standards
Accountability and Management
Collaboration
Advisory Councils

Attachments

1998 Spring ABLE Directors' Meeting
May 5-6, 1998
Agenda
Clarion Hotel
Worthington, Ohio

1998 SPRING ABLE DIRECTORS' MEETING
CLARION HOTEL
May 5 & 6, 1998

TUESDAY, MAY 5

8:30 - 9:30	Registration	Factory Square
9:30 - 11:00	Regional Workshops (by current regional assignment)	
	Region 1 ABLE Directors Joanna Leftwich, ABLE Consultant Ohio Department of Education	Griswold A
	Region 2 ABLE Directors Michael Aronoff-Jones, ABLE Consultant Ohio Department of Education	Griswold B
	Region 3 ABLE Directors Denise Pottmeyer, ABLE Consultant Ohio Department of Education	Griswold C
	Region 4 ABLE Directors Jeff Gove, ABLE Consultant Ohio Department of Education	Griswold D
11:00 - 11:15	Break	Factory Square
11:15 - 11:45	***Vision for Adult Education for the 21st Century*** Jim Bowling, Assistant Director Ohio Department of Education	Griswold A-D
	Highlights and key features of what ABLE may look like over the next three-five years from the national, state, and local levels.	
11:45 - 12:00	Break	Factory Square
12:00 - 1:00	Lunch Elizabeth Wang, Ohio Literacy Network Dale Sherman, Project: LEARN of Medina County Elizabeth Saunders, OSU-Reach1	Factory Square/Griswold A-D
	Dale Sherman and Elizabeth Saunders will share their experiences in state and national adult learner organizations and offer some specific recommendations for how to involve learners more in local program activities.	
	Elizabeth Wang will describe the national petition for a literacy stamp initiated by adult learners.	
1:00 - 2:00	Concurrent Breakout Sessions	

Pre-GED Certification/Assessment Griswold A
Rick McIntosh
Central/Southeast ABLE Resource Center

The Central/Southeast ABLE Resource Center has been assigned two special projects by the Ohio Department of Education. The first is to develop recommendations for the implementation of a state-wide system for issuing basic skills certificates to adults participating in ABLE programs. This session will provide an overview of the project, introduce the initial certificate recommendations and the competencies and skills identified for the certificates.

The second project is an 18-month standardized assessment equating study to develop a menu of wide-range achievement tests that ABLE programs can use for reporting year-end data to ODE. This session will provide an overview of the project, the assessments included in the study, and how programs can become involved in the data collection process.

Limited English Proficiency Project Griswold B
Gloria Gillette
Northeast ABLE Resource Center

The LEP Project is a long-term undertaking to assess and redesign ABLE ESL delivery in the State of Ohio. It will be an ongoing, fluid process of systemic change which is field-driven and incorporates and reflects the changing economic, political and educational goals of our learners, our instructors, our founders and our professional field. It will draw from and incorporate elements including the State ABLE Indicators of Program Quality, the National Institute for Literacy's Equipped for the Future Project, TESOL's K-12 Standards, TESOL's Adult ESOL Quality Indicators Project and Annual Performance Report.

The Nuts and Bolts of Student Retention Griswold C
Jana Postlethwait
Southwest ABLE Resource Center

If high attrition rates are a concern in your program, plan to attend this session and discover some "retention tools" that will help meet this challenge. This presentation will familiarize participants with the basic elements and principles which form the foundation of an effective retention initiative. An overview of the expectations and the anticipated outcomes of the retention project assigned to the SW ABLE Resource Center will also be discussed.

Equipped for the Future: A New Framework for Adult Learning Griswold D
Jean Stephens
Ohio Literacy Resource Center

Equipped for the Future (EFF) is a national initiative designed to redefine literacy from the mastery of isolated, discrete skills to actually preparing students for their adult life roles as workers, family members/parents and community members. Find out how you can get your program and teachers involved in this initiative.

Workplace Education Standards Bishop-Chase
Diane Ninke

Northwest ABLE Resource Center

The Northwest ABLE Resource Center has been assigned the task of researching, developing, and recommending standards for workplace education within the ABLE delivery system. This session will focus on the committee's work to date and the next steps in the process of aligning workplace education with the Indicators of Program Quality.

ODE IMS Project Update Potter-Wright
Marty Ropog, Assistant Director (Technology)
Margaret Epstein, Technical Assistant
Ohio Literacy Resource Center

This one hour session will provide information on the development process of the ODE IMS Project, which is scheduled for release to all ABLE programs in July/August, 1998. The current version of the program will be demonstrated and discussion will include features to be implemented and other program alterations based on pilot/beta testers' input. Ample time will be provided for questions.

2:10 - 3:10 Repeat of Above Sessions

Pre-GED Certification/Assessment Griswold A
Rick McIntosh
Central/Southeast ABLE Resource Center

Limited English Proficiency Project Griswold B
Gloria Gillette
Northeast ABLE Resource Center

The Nuts and Bolts of Student Retention Griswold C
Jana Postlethwait
Southwest ABLE Resource Center

Equipped for the Future: A New Framework for Adult Learning Griswold D
Jean Stephens
Ohio Literacy Resource Center

Workplace Education Standards Bishop-Chase
Diane Ninke
Northwest ABLE Resource Center

ODE IMS Project Update Potter-Wright
Marty Ropog, Assistant Director (Technology)
Margaret Epstein, Technical Assistant
Ohio Literacy Resource Center

3:10 - 3:25 Break Factory Square

3:25 - 4:30 Repeat of Above Sessions

Pre-GED Certification/Assessment Griswold A
Rick McIntosh
Central/Southeast ABLE Resource Center

Limited English Proficiency Project Griswold B
Gloria Gillette

Northeast ABLE Resource Center

The Nuts and Bolts of Student Retention — Griswold C
Jana Postlethwait
Southwest ABLE Resource Center

Equipped for the Future: A New Framework for Adult Learning — Griswold D
Jean Stephens
Ohio Literacy Resource Center

Workplace Education Standards — Bishop-Chase
Diane Ninke
Northwest ABLE Resource Center

ODE IMS Project Update — Potter-Wright
Marty Ropog, Assistant Director (Technology)
Margaret Epstein, Technical Assistant
Ohio Literacy Resource Center

4:30 Adjournment (dinner on your own)

WEDNESDAY, MAY 6

7:30 - 8:30 Breakfast Buffet — Worthington

Must be wearing your name badge that you receive when you register in order for your buffet breakfast to be direct billed. Those not wearing a name badge will be responsible for paying for your own breakfast.

9:00 - 9:45 Best Practices/Resources Mini-Sessions

Equipped for the Future: A Framework for Workforce Development — Griswold A
Jane J. Meyer, ABLE Coordinator
Canton City Schools

Participants will explore the use of the National Institute for Literacy's project, Equipped for the Future, as a framework for workforce development including skills to be mastered, curriculum to be covered, ideas for learning activities, and assessment and documentation techniques.

Tools for a More Effective System of Accountability and Management for the ABLE Teacher — Griswold B
M. Judith Crocker, ABLE Director
Erika M. Botsch, ABLE Coordinator
Cleveland Public Schools

Examine how the "Quarterly Performance Report", "Life Skills Competency Checklist", and ABLE Teacher Handbook are used to develop a more effective system of management and teacher accountability toward student progress and success.

Meeting of Planning & Coordination Grantees — Griswold C
Jean Stephens, Ohio Literacy Resource Center
Karen Scheid, Ohio Literacy Network

This session will provide attendees with a presentation of examples of some exemplary activities conducted by coalitions and other recipients of ODE Section 353 Planning and Coordination Grants; an opportunity to discuss problem areas and possible strategies for overcoming them; and a chance to identify future topics related to implementation of local collaborative efforts.

"A Vision for Adult Education for the 21st Century": Building a Community Workforce Consortium — Griswold D
Andrea Bell, ABLE Director, Jefferson Community College
Bill Cable, ABLE Director, Edison Local School District
Robert P. Johnson, Administrator, Ohio Board of Regents

In a time of drastic change for welfare recipients which directly impacts ABLE programs, a partnership has developed to reach the "hard to serve" population and begin to prepare them for jobs in Jefferson County. Collaboration between the Ohio Board of Regents and the Department of Development provided the seed money to create an opportunity for diverse partners to come together and pool the necessary resources to accomplish this goal. The Jefferson County partners were: local employers, Department of Human Services, Job Prep Program at Jefferson Community College, local churches, literacy council, ABLE programs, Alliance 2000, Economic Development Office, Ohio Bureau of Employment Services and Goodwill Industries. The result of this partnership was the development of a pre-employment curriculum incorporating the SCANS Skills and the framework for a different delivery system for ABLE in Jefferson County.

Implementing Teamwork, SCANS & EFF Skills to Develop Curriculum — Griswold B

Fran Holthaus, ABLE Director
Upper Valley JVS

The ABLE Program is constantly changing to meet the needs of individual students, industry, government, state, etc. Time is in short supply. We are however expected to impart to our clients SCANS and EFF skills to be successful in today's world. We are also expected to provide a **quality** program to a diverse population. In order to meet these demands we must (administration and staff) **apply** teamwork, SCANS, and EFF skills before we can impart these skills to our students. This presentation will review the implementation of this philosophy to develop life skills curriculums for the Upper Valley JVS Adult Basic and Literacy Education Program.

Open Computer Lab — Potter-Wright

Marty Ropog, Assistant Director (Technology)
Ohio Literacy Resource Center

9:50 - 10:35 ***Equipped for the Future: A Framework for Workforce Development*** — Griswold A

Jane J. Meyer, ABLE Coordinator
Canton City Schools

Participants will explore the use of the National Institute for Literacy's project, Equipped for the Future, as a framework for workforce development including skills to be mastered, curriculum to be covered, ideas for learning activities, and assessment and documentation techniques.

ADVISORY COUNCILS "Right People Doing Right Things for the Right Reasons at the Right Times" — Griswold B

Helen Jane Wilson, ABLE Coordinator/Even Start Director
Maplewood Area JVS

An Advisory Council can make a difference in your ABLE Program both in value and impact. Consider the success factors, the steps needed for success and how an Advisory Council plans an important role in the planning process.

Meeting of Planning & Coordination Grantees — Griswold C

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This session will provide attendees with a presentation of examples of some exemplary activities conducted by coalitions and other recipients of ODE Planning and Coordination Grants; an opportunity to discuss problem areas and possible strategies for overcoming them; and a chance to identify future topics related to implementation of local collaborative efforts.

Job Readiness: A Collaboration between ABLE and the Department Of Human Services in Butler County — Griswold D

Rose Marie Stiehl, Principal of Community Education, Middletown/Monroe Schools
Paul Mehl, ABLE Job Readiness Instructor, Middletown City Schools ABLE
Kathy Petrek, Coordinator, Hamilton City Schools ABLE
Tawna Eubanks, ABLE Job Readiness Instructor, Hamilton City Schools ABLE

Butler County ABLE programs are providing a Job Readiness program for the Department of Human Services. This two to four week program satisfies the work requirements of Ohio Works First. The curriculum is project based and incorporates the SCANS skills. Attitude, teamwork, and responsibility are stressed in daily activities.

We will present an overview of our Job Readiness program and will suggest ways to establish a collaboration with the Department of Human Services; discuss the problems we have encountered and how we have dealt with them; and present ideas for a project based curriculum that incorporates SCANS skills into the ABLE classroom.

Implementing Teamwork, SCANS & EFF Skills to Develop Curriculum Bishop-Chase
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Open Computer Lab Potter-Wright
Marty Ropog, Assistant Director (Technology)
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10:40 - 11:25 ***Tools for a More Effective System of Accountability and Management for the ABLE Teacher*** Griswold A
M. Judith Crocker, ABLE Director
Erika M. Botsch, ABLE Coordinator
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Examine how the "Quarterly Performance Report", "Life Skills Competency Checklist", and ABLE Teacher Handbook are used to develop a more effective system of management and teacher accountability toward student progress and success.

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Aligning Visions and Goals: The Ohio Family Literacy Statewide Initiative Griswold C
Jeanne M. Lance, Project Coordinator
Ohio Family Literacy Statewide Initiative
Ohio Department of Education

How does family literacy link to welfare reform, workforce development, and school readiness efforts? What is Ohio doing with this concept? What resources, funding sources, and training/technical assistance activities are available for Ohio's family literacy providers and potential providers? What is ABLE's role in the statewide initiative's efforts? Learn the answers in this fast-paced session.

"A Vision for Adult Education for the 21st Century": Building a Community Workforce Consortium — Griswold D

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Bill Cable, ABLE Director, Edison Local School District
Robert P. Johnson, Administrator, Ohio Board of Regents

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Open Computer Lab — Potter-Wright

Marty Ropog, Assistant Director (Technology)
Ohio Literacy Resource Center

11:25 - 12:00	Break	Factory Square
12:00 - 1:45	Lunch	Factory Square/Griswold A-C

How to Build a Workplace Education Partnership

Jean S. Opliger, Associate Professor
Art, Science and Business
Ohio State ATI

Michael P. Searcy, Director
Human Resources
AJ Rose Manufacturing Company

2:00 - 3:00	Focus on the Future (General Session)	Griswold A-C
3:00	Adjournment	